To my beloved teacher Muammer Sağlam, who is my source of inspiration, enlightenment, and wisdom

EVALUATION OF READING STRATEGY INSTRUCTION IN AN EFL READING TEXTBOOK AND TEACHERS' PERCEPTIONS OF THAT READING STRATEGY INSTRUCTION

The Institute of Economics and Social Sciences
of
Bilkent University

by

EMİNE YETGİN

In Partial Fulfillment of the Requirements for the Degree of
MASTER OF ARTS IN TEACHING ENGLISH
AS A FOREIGN LANGUAGE

in

THE DEPARTMENT OF
TEACHING ENGLISH AS A FOREIGN LANGUAGE
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ABSTRACT

EVALUATION OF READING STRATEGY INSTRUCTION IN AN EFL READING TEXTBOOK AND TEACHERS' PERCEPTIONS OF THAT READING STRATEGY INSTRUCTION

Yetgin, Emine

Master of Arts in Teaching English as a Foreign Language

Thesis Advisor: Dr. Fredricka L. Stoller

Thesis Chair person: Julie Mathews-Aydınlı

Committee Member: Dr. William Grabe

July 2003

Strategic reading abilities are one of the major components of fluent reading, thus, developing strategic readers should be a focus of academic reading instruction. In such instruction, materials and teachers play a crucial role. The objective of this study was to evaluate reading strategy instruction in *www.dbe.off-line.readings2,* the intermediate-level reading textbook used in the Department of Basic English (DBE), at Middle East Technical University. Additionally, the study aimed at determining DBE teachers' perceptions of strategy instruction in the textbook.

In the first part of the study, a Textbook Evaluation Instrument and a Reference Sheet including 30 of the most frequently mentioned reading strategies in the literature were prepared. Then, these instruments were used to identify explicit/implicit strategy explanations and strategy practice opportunities in the textbook. Data collected from the textbook evaluation were analyzed quantitatively using frequencies and percentages.

In the second part of the study, a questionnaire was administered to 44 intermediate-level DBE teachers to obtain data about their perceptions of the strategy instruction included in the book. Data collected from the questionnaire were analyzed quantitatively by employing descriptive statistics, such as frequencies, percentages, means, and standard deviations.

Results of the study revealed which strategies receive explicit and/or implicit strategy instruction in the textbook. Teachers' perceptions of the strategy instruction in the book are generally in conformity with the results of the textbook evaluation. The findings of the study might guide teachers in the design of supplementary reading materials to augment strategic reading instruction.

Key words: Strategies, reading strategies, strategic reader, reading strategy instruction.

ÖZET

İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRETEN BİR OKUMA DERS KİTABINDA OKUMA STRATEJİLERİ EĞİTİMİNİN DEĞERLENDİRİLMESİ VE ÖĞRETMENLERİN BU STRATEJİ EĞİTİMİ İLE İLGİLİ GÖRÜŞLERİ

Yetgin, Emine

Yüksek Lisans, Yabancı Dil Olarak İngilizce Öğretimi
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Temmuz 2003

Stratejik okuma becerileri akıcı okumanın temel öğelerinden biridir; bu nedenle stratejik okuyucular yetiştirmek akademik okuma eğitiminin amaçlarından biri olmalıdır. Okuma stratejileri eğitiminde materyaller ve öğretmenler çok önemli bir rol oynamaktadır. Bu çalışma ODTÜ Temel İngilizce Bölümü'nde (TİB) okutulmakta olan orta seviyededeki *www.dbe.off-line.readings2* isimli okuma ders kitabındaki strateji eğitimini değerlendirmeyi amaçlamıştır. Ayrıca, bu çalışma TİB'de bu kitabı okutan öğretmenlerin kitaptaki strateji eğitimi ile ilgili görüşlerini de araştırmıştır.

Çalışmanın ilk bölümünde, bir Kitap Değerlendirme Aracı ve literatürde en çok bahsedilen 30 okuma stratejisinin detaylı tanımlarını içeren bir Referans Dökümanı hazırlanmıştır. Daha sonra, bu araçlar kullanılarak okuma kitabındaki doğrudan ve dolaylı strateji eğitimi açıklamalar ve alıştırmalar açısından incelenmiştir. Kitap

değerlendirmesinden elde edilen veriler frekanslar ve yüzdeler hesaplanarak niceliksel olarak analiz edilmiştir.

Bu çalışmanın ikinci bölümünde, TİB'de orta seviyede ders veren ve incelenen kitabı okutan 44 öğretmenin kitaptaki strateji eğitimi hakkındaki görüşlerini belirlemek için bir anket hazırlanmıştır. Bu anketten elde edilen veriler frekans, yüzde, ortalama ve standard sapma gibi değerler hesaplanarak niceliksel olarak analiz edilmiştir.

Bu çalışma incelenen okuma ders kitabının hangi stratejiler için açıklama ve alıştırma içerdiğini ortaya koymuştur. Öğretmenlerin görüşlerinin de genellikle kitap değerlendirme sonuçlarıyla benzer olduğu görülmüştür. Bu çalışmanın ulaştığı sonuçlar, stratejik okuma eğitimini geliştirmek için hazırlanacak ek materyaller konusunda öğretmenlere yardımcı olabilir.

Anahtar kelimeler: Stratejiler, okuma stratejileri, stratejik okuyucu, okuma strateji eğitimi

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CHAPTER 1: INTRODUCTION

Reading strategies are the techniques used and controlled by readers to comprehend texts better (Duffy, 2002). Strategic reading abilities are one of the major components of fluent reading. Thus, it has been argued that academic reading instruction should focus on the development of strategic readers who use a wide range of strategies flexibly and in combination (Grabe & Stoller, 2002). Strategic reading instruction prepares academically oriented students for reading demands that they are likely to encounter in their future academic studies (Janzen & Stoller, 1998). It also helps them to become independent learners who read with confidence and enjoyment, thereby contributing to lifelong education and personal satisfaction (Paris, Wasik & Turner, 1991).

The objectives of this study are to (a) evaluate an EFL reading textbook entitled *www.dbe.off-line.readings2,* which is written by two instructors in the Department of Basic English (DBE), at Middle East Technical University (METU), in terms of reading strategy instruction and (b) gather data on DBE teachers' perceptions of the reading strategy instruction in the textbook. The findings of the study might contribute to the design of supplementary reading materials that will be used in strategic reading instruction in the DBE, METU.

Background of the Study

The development of skilled reading used to be considered a linear accumulation of skills. However, research conducted in the past 20 years has contributed to improvement in reading instruction. Newer models of reading instruction have started to emphasize the cognitive, metacognitive, motivational and affective dimensions of reading. Research on cognitive strategies, in particular, has

revealed a wide range of strategies that can be used by readers to improve comprehension (Paris, Wasik & Turner, 1991).

A concise definition of reading strategies is not found in the literature because of a lack of consensus among researchers. However, they may be defined broadly and inclusively as a rich variety of tactics that are used by readers to engage with and comprehend texts (Paris, Wasik & Turner, 1991). Going beyond this general definition, various scholars have determined different types of reading strategies that good readers use (e.g., pre-, during- and post-reading, cognitive, metacognitive, social, affective, compensation, memory, comprehension, fix-up, supervising, support, and paraphrase strategies) (Anderson, 1991; O'Malley & Chamot, 1990; Oxford, 1990; Paris, Wasik & Turner, 1991; Pressley, 2002: Wenden & Rubin, 1987). In this study, the researcher designed a textbook evaluation instrument, which include 30 reading strategies that are most frequently mentioned in the literature, to evaluate strategy instruction in the core EFL reading textbook used at the DBE, METU.

Research in first and second language contexts has indicated that the strategies that good readers use can be taught to students. Strategic reading instruction improves students' reading comprehension, and helps them to improve their performance on tests of comprehension and recall (Carrell, Pharis & Liberto, 1989; Duke & Pearson, 2002; Farrell, 2001; Janzen & Stoller, 1998). There are two major approaches to teaching reading strategies explicitly. Firstly, in the "Direct Explanation" approach, the teacher explains the reasoning and mental processes involved in successful reading comprehension (Williams, 2002). Secondly, Transactional Strategy Instruction emphasizes an interactive exchange between

teachers and learners, and explicit discussions of strategies and processes involved in comprehension (Williams, 2002).

Although teaching reading strategies is considered important and different approaches and techniques have been developed to teach them, there are a limited number of readily available materials to teach reading strategies in second or foreign language classrooms (O'Malley & Chamot, 1990). Therefore, potential "strategic" teachers have difficulty in both developing materials and carrying out related instructional techniques in the classroom. Another challenge for teachers involves materials selection. Materials used in reading strategy instruction should be carefully chosen since texts which are too easy may make strategy use artificial and texts that are too complex may cause frustration. (Janzen & Stoller, 1998).

The researcher observed that students in DBE, METU, often find reading boring and difficult. They generally think that learning grammar rules well and enriching their vocabulary will lead them to successful reading in English. The researcher believes that DBE students need further strategic reading instruction to help them become more motivated and skilled readers. She also believes that the materials used for reading instruction should guide both DBE teachers and students towards effective reading strategies.

Statement of the Problem

Research in second/foreign language reading suggests that effective strategy training is beneficial for students. Although there are many suggestions in the literature about how strategy training should be implemented (Anderson, 1999; Block, Schaller, Joy, & Gaine, 2002; Duffy, 2002; Grabe & Stoller, 2002; Janzen & Stoller, 1998; Pressley, 2002; Sinatra, Brown & Reynolds, 2001), there are few studies that evaluate reading materials in terms of reading strategies and that explore

how teachers implement the strategies included in the materials in their classrooms (Farrell, 2001). Hence, this study intends to devise a framework for locating the types of reading strategies included in reading materials and then evaluating materials in terms of reading strategy instruction.

In the Department of Basic English at METU, all intermediate-level teachers started using a new reading course book entitled *www.dbe.off-line.readings2* in the 2002-2003 academic year. The book, written by two instructors, was piloted by many teachers in the 2001-2002 academic year and was modified according to the feedback obtained from the piloters. However, it has not been evaluated in terms of its attention to reading strategies. The aim of the study was to analyze the new reading course book in terms of reading strategies based on the framework prepared by the researcher. In the analysis of the book, the reading strategies that were incorporated for implicit or explicit instruction and the ones that were not addressed at all were determined. In addition, this study investigated what teachers' perceptions of the strategy-instruction exercises included in the book are and how the teachers report using the strategy-instruction exercises included in the book. Some changes in the reading course book may be needed to address reading strategies more comprehensively. The book may need to be supported with extra materials and possibly elaborated tasks to help students become strategic readers.

Significance of the Problem

Because of the importance of reading strategy training, this study may contribute to the literature on evaluating strategy training in reading materials. There has been a lot of research on reading strategy instruction (see chapter 2); however, to the knowledge of the researcher, there are no formal studies that have been conducted in the ESL and EFL context that evaluate a textbook in terms of reading

strategies. Therefore, this study is useful in the sense that there are no local studies on exactly the same subject. Thus, this study will be an addition to the literature on evaluating reading materials.

Because METU is an English-medium university, students' success partially depends on their ability to read substantial amounts of English text. Therefore, strategy training in reading instruction is of great importance to set students up for success in their future academic studies. This study aims to reveal how much strategy training occurs in the new reading course book used at the intermediate level in the DBE, METU, and how teachers deal with the strategies in the book. The evaluation of the course book is important since it is used in the intermediate classes in both Fall and Spring terms. In the 2002-2003 year, it was used by 1,836 of 2,233 DBE students, that is, by 82 % of the whole DBE students population. The book was studied in 38 intermediate classes by 841 students in the Fall 2002 semester, and it was studied in 49 intermediate classes by 995 students in the Spring 2003 semester. Moreover, the DBE curricular team intends to use it as a main course book in an integrated skills class in the 2003-2004 academic year. The study will provide a useful framework which may guide the curricular team in DBE, METU, in redesigning reading materials in order to help students to become more strategic readers which should be one important goal of reading instruction.

Research Questions

The study will address the following research questions:

1. a) Which reading strategies are addressed explicitly in the reading course book titled *www.dbe.off-line.readings2*?

   b) Which reading strategies are addressed implicitly in the textbook?

   c) Which reading strategies are not addressed in the textbook?

2. What are perceptions of intermediate-level teachers at the Department of Basic English, Middle East Technical University of the reading strategy instruction included in *www.dbe.off-line.readings2*?

Key Terms

The following terms are used frequently throughout the thesis. They are listed here with their definitions:

Strategies: Conscious actions that learners take to achieve desired goals or objectives (Anderson, 2003). Abilities that are potentially open to conscious reflection and use (Grabe & Stoller, 2002).

Reading strategies: Tactics used by readers when engaging and comprehending texts (Paris, Wasik, & Turner, 1991).

Strategic reader: A reader who can coordinate a repertoire of strategies and read flexibly in line with changing purposes and the ongoing monitoring of comprehension (Anderson, 1999; Grabe & Stoller, 2002).

Reading strategy instruction: Instruction best informed by theory and research to develop competent, self-regulated, and strategic readers (Duke & Pearson, 2002; Janzen, & Stoller, 1998; Pressley, 2002; Vacca, 2002; Williams, 2002).

CHAPTER 2: REVIEW OF LITERATURE

Research suggests that efficient reading is not only determined by proficiency in the target language but also effective use of strategies (Auerbach & Paxton, 1997; Carrell, 1991). In addition, research has demonstrated that it is possible to teach reading strategies employed by skilled readers to students; such instruction helps students to improve their performance on tests of comprehension and recall (Carrell, 1985; Carrell, Pharis, & Liberto, 1989). However, teaching students reading strategies is not enough to make them strategic readers since being a strategic reader is much more than knowing strategies; a strategic reader coordinates individual strategies, and alters, adjusts, modifies, tests, and shifts tactics until he or she solves a comprehension problem (Trabasso & Bouchard, 2001). Being a strategic reader also requires understanding the goals of a reading activity, knowing a variety of reading strategies, applying them effectively and flexibly in combination, monitoring comprehension appropriately, recognizing miscomprehension, and repairing it effectively (Grabe & Stoller, 2001). Therefore, the development of reading strategies is critical for proficient reading comprehension in first (L1) and second language (L2) settings. English for Academic Purposes (EAP) readers have a real need to develop strategies in order to deal with the demands of academic reading; therefore, making each student a strategic reader should be a major goal of academic reading instruction (Carrell & Carson, 1997; Grabe & Stoller, 2001). In the first section of this literature review, the researcher will discuss reading in general. In the second section, she will discuss reading strategies, their classification and their use in efficient reading by proficient readers. In the third section, she will explain strategic reading instruction, common approaches, and teaching practices in addition to the

benefits and challenges of implementing strategic reading instruction and the role of teachers and materials in strategy instruction.

Reading

Reading is a remarkable ability that is developed by most humans. Reading is difficult to define since it is a complex process which requires efficient combinations of many skills, strategies, and bases of knowledge which vary according to readers' different goals. Reading for general comprehension, which is the most basic purpose for reading, requires readers to process words very quickly and automatically, use various reading skills to understand and construct main ideas, and coordinate many processes efficiently in a limited time. Fluent reading comprehension, which is necessary for academic studies in particular, consists of rapid, efficient, interactive, flexible, evaluating, purposeful, comprehending, learning, and linguistic processes. While comprehension takes place, some of these skills are performed automatically and some are coordinated effectively (Grabe & Stoller, 2002). Good comprehenders apply various strategies before, while, and after reading (Pressley, 2002).

Discussions of reading instruction take on many dimensions, focusing on topics such as models of reading, the reading teacher, reading students, reading strategies and strategy training. In this literature review, the researcher will focus only on reading strategies and strategic reading instruction.

Reading Strategies

In the literature, reading strategies are referred to with different terms such as comprehension strategies (Block, 1986; Pressley, 2001; Williams, 2002), reading processing strategies (Pritchard, 1990), and literacy strategies (Whitehead, 1994). In this paper, the term "reading strategies" will be used. A concise definition of reading strategies is not found in the literature because researchers have not yet reached a

consensus. This lack of agreement may be due to four main problems encountered in defining reading strategies. First, it is difficult to differentiate reading strategies from other strategies related to thinking, reasoning, studying, or motivation. Even though all the strategies related to these processes may influence reading, they are not classified as reading strategies by all researchers. The second problem is related to the scope of reading strategies, that is, whether they are global or specific. For instance, while Levin (1986, as cited in Paris, Wasik, & Turner, 1991) argues that strategies consist of multiple components which must be analyzed carefully, Derry and Murphy (1986, as cited in Paris, Wasik, & Turner, 1991) define strategies as general learning plans implemented through specific tactics. Reading strategies cannot be easily identified in complex sequences of behaviors. The third problem is related to intentionality and consciousness. For instance, Wellman (1988, as cited in Paris, Wasik, & Turner, 1991) asserts that strategies are means that must be employed deliberately, whereas Pressley, Forrest-Pressley and Elliot-Faust (1988, as cited in Paris, Wasik, & Turner, 1991) claim that strategies function best without deliberation. Finally, Garner (1987) states that "the label 'strategy' has been used for a wide range of activities, some complex and some simple, some imposed on learners and some selected spontaneously by learners, some highly routinized techniques and some consciously applied means to ends" (p. 49). Despite these differences, Paris, Wasik, & Turner (1991) define reading strategies broadly and inclusively as a rich variety of tactics used by readers when engaging and comprehending texts.

Another issue that emerges when attempting to define reading strategies is the distinction between reading skills and strategies. In the literature, a range of different definitions of skills and strategies are found. Cohen (1990) claims that "a skill is an overall behavior or general class of behaviors, whereas a strategy is the specific

means for realizing that behavior" (p. 83). Duffy (1993) also claims that there is a distinction between skills and strategies. He states that skills are performed the same way every time and they cannot be replaced by strategies. Reading strategies, on the other hand, are plans that are implemented to solve problems encountered in constructing meaning. These plans cannot be automatized like skills because readers need to change strategies in order to fit the demands of each text they read. W. Grabe (personal communication, December, 26, 2002), on the other hand, claims that it is strategic responses not strategies themselves that become automatized. Paris, Wasik, and Turner (1991) state that skills are automatic information-processing techniques that are applied to texts unconsciously due to expertise, repeated practice, and so on. Strategies, on the other hand, are actions that people deliberately select to achieve particular goals. When a growing skill is used intentionally, it can become a strategy. Similarly, when a strategy 'goes underground' [in the sense of Vygotsky, 1978], it becomes a skill. In fact, when strategies are applied automatically as skills, they become more efficient. Anderson (2003e) also makes a similar distinction between skills and strategies:

> A skill is a strategy that has become automatic. Strategies can be defined as conscious actions that learners take to achieve desired goals or objectives. This definition underscores the active role that readers play in strategic reading. As learners consciously learn and practice specific reading strategies, the strategies move from conscious to unconscious; from strategy to skill (p. 4).

Grabe and Stoller (2002), on the other hand, define strategies as "abilities that are potentially open to conscious reflection and use" (p. 17). They also claim that "the distinction between skills and strategies is not entirely clear precisely because that is part of the nature of reading (and not a definitional problem)" (p. 15). As can be seen, reading strategies have been labeled and classified in various ways; and the

difference between a strategy and a skill has still not been agreed upon. Grabe (2000, as cited in Alderson 2000) claims that terminological clarification, (i.e., clarity in deciding what strategies are and what skills are) and recategorization are necessary.

Classification of Reading Strategies

There are various, though sometimes inconsistent and contradictory, classifications of reading strategies in the literature. For instance, Oxford (1990) divides reading strategies into six main groups: memory, cognitive, metacognitive, compensation, affective, and social strategies. Anderson (1999), on the other hand, divides reading strategies into three main groups: cognitive, metacognitive, and compensation. Other types of reading strategies mentioned in the literature are self-assessment, supervising, support, fix-up/fix-it strategies; paraphrase, interpretative, coherence strategies; top down, text-level, global strategies; bottom up, word-level, local strategies; and pre-reading, during-reading, post-reading strategies (Anderson, 1991; Cohen 1990; Duke & Pearson 2002; O'Malley & Chamot, 1990; Paris, Wasik & Turner, 1991; Pressley, 2002: Sheorey & Mokhtari 2001; Urquhart & Weir, 1998; Vacca, 2002; Wenden & Rubin, 1987).

The reading strategies that are most often mentioned in the literature are text-level, word-level, cognitive, and metacognitive strategies. Reading strategies are often divided into two general categories: text-level and word-level strategies (Barnett, 1988). Text-level strategies, which are related to treating a text as a whole, include relating the text to one's world knowledge, predicting the contents of the text, using titles and illustrations to comprehend the text, reading the text with a purpose, skimming, and scanning. Text-level strategies are also referred to as general (Block, 1986), main meaning line (Hosenfeld, 1979, as cited in Barnett, 1998), and text processing strategies (Fisher & Smith, 1977, as cited in Barnett, 1998).

Unlike text-level strategies, word-level strategies, related to the words in the text, include contextual guessing, identifying the grammatical category the words belong to, and using word families and word formation rules to understand the meaning of a word. Word-level strategies, which are related to smaller parts of the text, are also called local (Block 1986), word-related (Hosenfeld, 1979, as cited in Barnett, 1998), and word processing strategies (Fisher & Smith, 1977, as cited in Barnett, 1998).

Cognitive strategies are mental steps or operations that learners use to process both linguistic and sociolinguistic content (Wenden, 1991, p. 19). In the case of reading, cognitive strategies involve all familiar lower-level and higher-level mental processes which enable people to read, including determining the meaning of unfamiliar words in context, skimming a text to get the main idea, translating, taking notes, and summarizing (Anderson 1999; Block, 1986; Duke & Pearson 2002; Oxford, 1990; Sheorey & Mokhtari, 2001; Urquhart& Weir, 1998; Vacca, 2002; Wenden & Rubin, 1987).

Metacognitive strategies are described as the strategies that learners use to center, arrange, plan, monitor, and evaluate their learning. Oxford and Crookall (1989) describe these "beyond-the-cognitive strategies" as a form of "executive control" over the learning process (p. 404). In the case of reading, using metacognitive strategies requires both knowledge and control of cognitive processes and strategies used during reading (Carrell, Pharis & Liberto, 1989). Some of the strategies executed by metacognitively sophisticated readers are setting goals for reading, overviewing, evaluating learning and performance, self-monitoring, choosing appropriate strategies to use, and monitoring the effectiveness of strategy use (Anderson, 1999; Cohen 1990; Oxford 1990; Sheorey & Mokhtari 2001). Studies

conducted on the effects of metacognitive strategies on first and second/foreign language reading have revealed that metacognitive strategy training helps students to improve their reading performance (Anderson 1999; Auerbach & Paxton, 1997; Baker, 2001; Carrell, Pharis, & Liberto, 1989; Cohen 1990; Davis & Bistodeau, 1993; Grabe, 1991; Sheorey & Mokhtari, 2001; Oxford 1990). [Although the literature suggests that there are cognitive and metacognitive strategies in addition to other types of strategies, William Grabe (personal communication, July 8, 2003) believes that there are cognitive strategies and metacognitive processes rather than metacognitive strategies. He thinks that what one called often metacognitive strategies in the literature are actually coordinators of strategies.]

In the literature, there is overlap between metacognitive strategies and cognitive strategies. The reason for the overlap may be due to difficulties in distinguishing "meta" from "cognitive." First, distinguishing metacognitive reading strategies from other reading processes such as thinking, and reasoning is difficult. Second, some strategies that were once considered cognitive are now considered metacognitive such as setting a purpose for reading, modifying reading, identifying important ideas, activating prior knowledge, evaluating text, repairing miscomprehension, and evaluating one's comprehension. Third, it is difficult to distinguish metacognitive from cognitive because the function of reading activities is interchangeable. For instance, readers may ask themselves a question about the text either to improve their knowledge (a cognitive function) or to monitor their comprehension (a metacognitive function). Fourth, reading strategies are part of complex behavioral sequences, which are not easy to distinguish. Finally, the difficult distinction between metacognitive and cognitive may stem from various

developmental stages of strategy application. Metacognition develops slowly over time (Collins, Dickson, Simmons, & Kameenui, 1996).

Role of Reading Strategies in Efficient Reading by Proficient Readers

Pressley states that "one of the greatest accomplishments of reading research in the past quarter century is the portrait of the metacognitively sophisticated reader" (2002, p. 305). Proficient readers are fluent readers who have good word-decoding skills and rich vocabulary knowledge. Most importantly, they are active and self-regulated readers who have a great ability to make sense of texts by orchestrating a repertoire of strategies (Anderson, 1999; Pressley, 2002; Sinatra, Brown, & Reynolds, 2001; Vacca, 2002; Williams, 2002). In other words, proficient readers are strategic readers who can "read flexibly in line with changing purposes and the ongoing monitoring of comprehension" (Grabe & Stoller, 2002, p. 18). Strategies, in addition to motivation, knowledge, and social interaction, play an important role in engaged reading. Therefore, engaged readers are both strategic and aware of the strategies that they use during reading (McCarthey, Hoffman, & Galda, 1999, as cited in Baker, 2001). In addition, good readers apply a wide range of strategies flexibly and in combination, control and monitor their strategy use and comprehension, identifying and repairing any miscomprehension that occurs during reading. Consequently, proficient readers, unlike less proficient readers, find the complex reading process a satisfying and productive activity because they are motivated and persistent (Baker, 2001; Duke & Pearson, 2002 Grabe & Stoller, 2002; Sinatra, Brown, & Reynolds, 2001). Sinatra, Brown and Reynolds (2001), based on resource allocation research, describe skilled readers as follows:

> The description of skilled readers as "strategic readers" that has been traditionally used in the comprehension instruction literature may be somewhat misleading. It is likely more accurate to describe

> skilled readers as those who have automated as many decoding and comprehension processes as possible, thus allowing them to conserve adequate cognitive resources to behave in a strategic manner when necessary (p. 70-71).

In studies pertaining to proficient readers, it has been determined that such readers employ strategies before, while, and after reading a text. Before reading, they have a goal in mind. They skim the text and make predictions according to their prior knowledge. While reading, they are selective, that is, they read some parts quickly, some carefully, while they skip others according to their goals. They are also very active while reading, responding to the text, asking questions, creating images, and paraphrasing. For example, skilled readers monitor and keep track of whether the author is making sense by asking questions such as *What is the author trying to say here? What does the author mean?* while reading. After they finish reading, skilled readers continue reflecting on the parts that are important for their goals and that are not clearly comprehended during the first reading. In summary, successful readers are active and strategic when they read (Pressley, 2002; Vacca, 2002).

As mentioned earlier, the knowledge gained from studies of good readers has contributed to progress in effective reading comprehension instruction over the last twenty years. After conducting studies on identifying what good readers do when they read, researchers have addressed questions related to teaching the productive behaviors of good readers. A convincing body of research has indicated that students can be helped to develop the strategies and processes employed by good readers and, in this way, their overall comprehension of text can be improved. Thus, many instructional practices of strategy instruction have been designed using strategic readers as a model (Duke & Pearson, 2002; Pressley, 2002; Sinatra, Brown, & Reynolds, 2001).

Reading Strategy Instruction

This discussion of strategic reading instruction will focus primarily on research and instructional models in first language contexts due to two main reasons. First, a lot of research pertaining to strategic reading instruction has been conducted in English L1 contexts, leading to many instructional innovations. There is less research in second and foreign language contexts (Carrell, Pharis, & Liberto1989; Farrell, 2001; Grabe & Stoller, 2002). Secondly, L1 and L2 reading seem to be quite similar in high-order skills; therefore, research on L1 reading that offers an understanding of fluent strategic readers will be valid for most L2 contexts (Grabe & Stoller, 2002).

Strategic reading instruction, which has been a major reading research topic over the last twenty years, is one of the instructional innovations that has resulted from the exploration of cognitive and metacognitive processes involved in reading comprehension. A rationale for strategy instruction is that reading comprehension can be improved by explicitly teaching effective reading strategies to students, especially to low-achieving readers. In other words, the aim of strategic reading instruction, which is supported by theory and research, is to develop competent, self-regulated, and strategic readers (Duke & Pearson, 2002; Janzen, & Stoller, 1998; Pressley, 2002; Vacca, 2002; Williams, 2002).

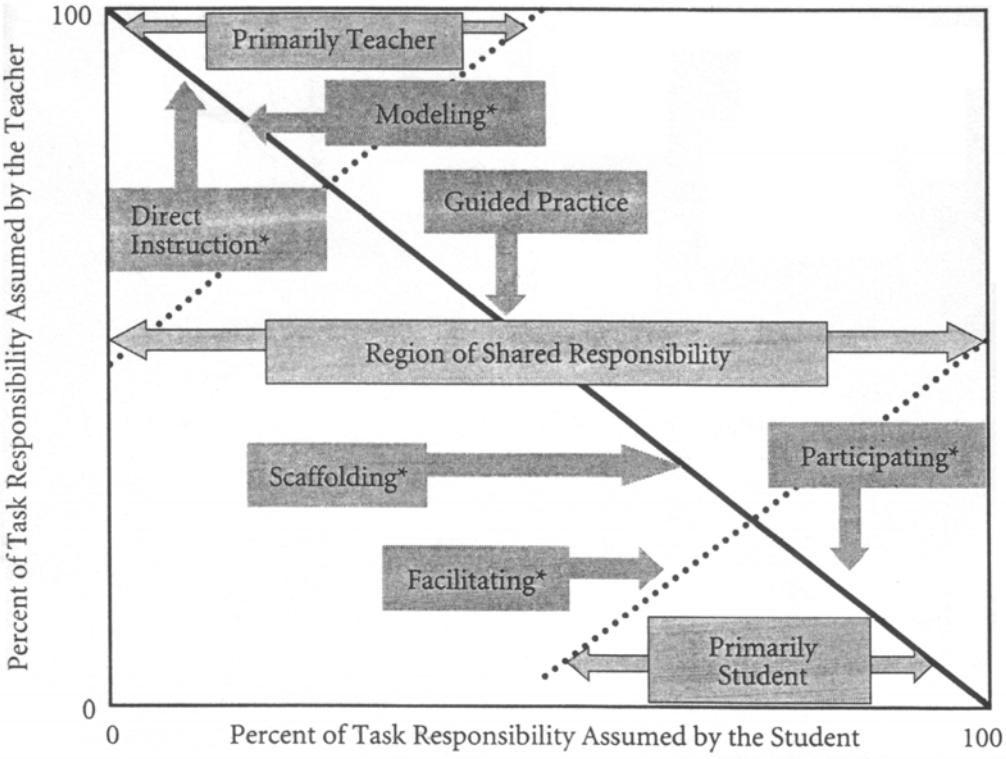
There are six main reasons why strategic reading is fundamental in educational settings. Firstly, strategies enable readers to elaborate, organize, and evaluate information derived from the text. Secondly, strategies are personal cognitive tools which can be used selectively and flexibly. Thirdly, metacognition and motivation are reflected through strategic reading since readers need enough knowledge and motivation to use strategies. Fourthly, teachers can directly teach strategies that will develop critical reading and thinking skills. Fifthly, strategic reading can foster

learning throughout the curriculum (Paris, Wasik, & Turner, 1991). Finally, strategic reading builds learner autonomy (W. Grabe, personal communication, July 8, 2003). In addition, without effective strategic reading instruction, unskilled readers tend to read inflexibly using the same approach and strategies for every text they read (Block, 2001, as cited in Block, Schaller, Joy & Gaine, 2001). As a result, reading becomes boring for poor readers because they cannot adapt comprehension processes when confusion occurs. Furthermore, less proficient readers' drive and desire to read becomes limited due to ineffective processing which, in turn, stifles their abilities to discover and enjoy subtle meanings (Block, Schaller, Joy & Gaine, 2001).

The major goal of strategic reading instruction is to develop strategic readers. However, there is an important difference between teaching reading strategies and developing strategic readers (F. Stoller, personal communication, October 10, 2003). Teaching strategies disconnectedly through modeling implicitly or explicitly does not make students strategic readers (Grabe & Stoller, 2001, 2002; Whitehead, 1994). While teaching reading strategies, both teachers and students should keep in mind that strategies are not used singly; therefore, they should also reference, model, and encourage various strategies throughout reading lessons (Duke & Pearson, 2002). Furthermore, students need to be provided with multiple opportunities for practicing the strategies on their own. For instance, if it is always the teacher who sets a purpose for reading in reading lessons, students may never learn how to set their own purpose. Similarly, if it is always the teacher who prepares or provides students with frameworks or graphic organizers, students may never learn how to create and use their own to record, order, and manipulate the information in texts that they read (Whitehead, 1994). Therefore, in order to develop strategic readers, teachers should a) introduce a repertoire of reading strategies to students, b) provide students with

multiple opportunities for practicing strategies, c) discuss how practicing strategies helps students in their comprehension, and d) help students become more conscious of their reading behaviors by asking them to describe the strategies that they employ while reading (Stoller, 2000).

Strategic reading instruction has two typical components: explanations and scaffolding. In direct explanation of reading strategies, students should be (a) provided with reasonable and meaningful descriptions of the strategies; (b) informed about the usefulness of strategies; (c) provided with step by step explanation of the strategy use (through modeling, talk-alouds, think-alouds, etc.); (d) provided with various contexts for strategy use so that they can be assisted in understanding the appropriate conditions for certain strategies; and (e) taught the ways of monitoring, evaluating, and improving personal strategy use (Winograd & Hare, 1988, as cited in Sinatra, Brown, & Reynolds, 2001). Scaffolding, which is another typical component of strategic reading instruction, is used for transferring responsibility for strategy use gradually from teachers to students. The idea behind this instructional tool is to provide students with a lot of time, practice, feedback, and coaching so that they can become self-regulated readers who have enough motivation and knowledge to use and coordinate strategies independently (Sinatra, Brown, & Reynolds, 2001; Whitehead, 1994). The following figure demonstrates how responsibility can be gradually released to students in reading strategy instruction (Pearson and Gallagher, 1983, as cited in Duke & Pearson, 2002, p. 210):



> As one moves down the diagonal from upper left to lower right, students assume more, and teachers less, responsibility for task completion. There are three regions of responsibility: primarily teacher in the upper left corner, primarily student in the lower right, and shared responsibility in the center (p. 210).

Figure 1: A model for gradual release of responsibility in reading strategy instruction.

Approaches in Strategic Reading Instruction

Research conducted on schema theory, cognition, metacognition, text structure, and strategic learning has contributed to the understanding of reading strategies and a large number and variety of instructional models to teach these strategies (Vacca, 2002). Most recent models include (a) explicit description of strategies, (b) modeling of strategies by teachers or students, (c) collaborative use of strategies, (d) gradual release of responsibility to students through guided practice, and (e) students' independent use of strategies (Anderson, 1999; Duke & Pearson, 2002; Pressley, 2001; Vacca, 2002; Whitehead, 1994). In addition, most recent models emphasize

extensive recycling and practice (W. Grabe, personal communication, July 8, 2003)

Many research-based approaches, practices, models, and techniques used in strategic reading instruction are mentioned in the literature (See Table 2.1).

Table 2.1

Approaches and Models of Reading Strategy Instruction in the Literature

Names of Approaches and Models	Sources that mention the Approaches and Models
• Reciprocal Teaching *	Afflerbach, 2001; Baker, 2001; Duke and Pearson, 2002; Pressley, 2002; Sinatra, Brown, & Reynolds, 2001; Trabasso & Bouchard, 2001; Vacca, 2002
• Direct Explanation Approach (DE)*	Duffy, 2001; Grant, 1994; Williams, 2002
• Transactional Strategies Instruction (TSI) / Students Achieving Independent Learning (SAIL)*	Baker, 2001; Duke and Pearson, 2002; Pressley, 2002; Sinatra, Brown, & Reynolds, 2001; Trabasso & Bouchard, 2001; Williams, 2002
• Questioning the Author (QtA)*	Duke and Pearson, 2002; Grabe & Stoller, 2001; Vacca, 2001
• Concept-Oriented Reading Instruction (CORI) *	Baker, 2001
• Communities of Learners (COL) *	Baker, 2001
• Directed Reading-Thinking Activity (DR-TA) *	Duke & Pearson, 2002
• Elaborative Interrogation Approach	Grabe & Stoller, 2001
• Collaborative Strategic Reading (CSR) (an innovation on Reciprocal Teaching)	Baker, 2001; Duke and Pearson, 2002
• Peer-Assisted Learning Strategies (PALS)	Baker, 2001
• Modified Guided Silent Reading (MGSR)	Whitehead, 1994
• Explicit Comprehension Instruction	Sinatra, Brown, & Reynolds, 2001
• Informed Strategies Training	Sinatra, Brown, & Reynolds, 2001
• Informed Strategies for Learning	Baker, 2001; Duke & Pearson, 2002
• Self-instructional Training	Sinatra, Brown, & Reynolds, 2001

Note: The approaches marked with asterisk are the major approaches at the time this thesis was written (W. Grabe, personal communication, July 8, 2003).

Among these strategic instructional methods, the most frequently addressed approaches are the first four in the list, specifically Reciprocal Teaching, Direct Explanation, Transactional Strategies Instruction, and Questioning the Author.

Reciprocal Teaching, which is the best-known approach to multiple strategies instruction, focuses mainly on four reading strategies — predicting, clarifying, summarizing, and questioning. These specific strategies play an important role in improving comprehension and in evaluating how well comprehension is proceeding. In a typical reciprocal teaching lesson, these strategies are first explained and modeled by teachers. Then, students break into small groups and read part of a text silently. The leader of the group acts as a teacher and guides the use of the strategies. During group work, the teacher provides support when students need it. The rationale behind this approach is to enable students to internalize strategies by practicing them in peer groups and using them comfortably on their own. Reciprocal teaching has successfully promoted the use of strategies and comprehension (Baker, 2001; Duke & Pearson, 2002; Pressley, 2002).

In Direct Explanation (DE), instead of teaching individual strategies, teachers helps students to view reading as a problem-solving task that requires strategic thinking and the solution of reading comprehension problems by thinking strategically. In this approach, teachers explain reasoning and mental processes involved in successful reading comprehension. Therefore, teachers need to be trained specifically and intensively on teaching strategies (Williams, 2002). There are two important differences between DE and other approaches. Firstly, in DE the term "strategy" refers only to a technique that readers learn to control in order to comprehend better, while in the other approaches, "strategy" may mean a technique that is controlled by teachers to guide student reading. Second, in DE, individual

strategies are taught intentionally and directly in order to help struggling readers, in particular. Students are provided with clear information about how strategies work to help them control their comprehension better. Direct Explanation is not a tool which works all the time with all students. Therefore, instead of using only direct explanation, teachers can also use other techniques such as K-W-L and reciprocal teaching. In addition, the effectiveness of Direct Explanation depends on teachers being analytical and adaptive in applying it (Duffy, 2001).

Transactional Strategy Instruction (TSI), which can impact students' performance in reading positively, emphasizes interactive exchanges between learners, explicit discussions of strategies and processes involved in comprehension, as well as explicit explanations of strategic reading. Thus, TSI differs from DE in that it views the role of the teacher in strategy instruction differently. TSI focuses not only on the teachers' ability to explain strategies explicitly, but also on their ability to facilitate discussions which give students a chance to discuss the mental processes and cognitive strategies involved in comprehension (Williams, 2002). The main characteristics of TSI are as follows:

- Strategy instruction requires long term commitment from teachers.
- Teachers explain and model effective comprehension strategies. Typically only a few are emphasized at any time.
- The teacher coaches students to use strategies as needed. Mini lessons are given about when it is appropriate to use certain strategies.
- Teachers and students model uses of strategies for one another, explaining aloud what strategies they are using.
- The usefulness of strategies is emphasized continually and students are reminded frequently about the benefits of strategy use. Issues of when and where to use strategies are discussed regularly.
- Strategy instruction is included in instruction discussions about text comprehension, focusing on not only what the text might mean but also how students come to understand information in the text.

(Grabe & Stoller, 2001, p.195)

A similar approach to TSI is the Questioning the Author Approach (QtA), which aims at helping students to internalize reading strategies through discussions held about texts and their meanings. This approach is also recommended as an alternative to more common approaches that seem to focus on strategies themselves rather than reading for meaning. In QtA, teachers ask certain types of questions that help students to reflect on what the author means and build a representation of the text instead of teaching a specific package of strategies. In this way, the demands on the cognitive resources of students are reduced and reading comprehension becomes a problem-solving activity rather than employment of strategies in addition to making sense of the text. As a result, answering questions leads students to comprehending the text strategically (Grabe & Stoller, 2001; Sinatra, Brown, & Reynolds, 2001).

Teaching Practices in Reading Strategy Instruction

In teaching reading strategies, the development of strategic readers can only result from a commitment to teaching strategies (Grabe & Stoller, 2001). Before integrating strategic reading instruction into L2 classrooms, teachers need to consider four general areas and plan in advance. First, teachers should adopt materials for instruction. While selecting texts, teachers should consider community mandates, institutional requirements, the goals and objectives of the class, the difficulty level of the vocabulary and grammar of the text, suitability of content, and students' interest in the content. The text should be at the suitable level, neither too easy nor too difficult. Second, after choosing an appropriate text, teachers should decide what strategy or strategies to emphasize according to their students' abilities, demands of the text, goals of reading instruction, and purposes for reading. Third, after choosing the text and choosing the strategies for direct instruction, teachers should write

detailed lesson-plans. Finally, after starting instruction, teachers have to make many decisions and adapt their instruction to students' needs and the demands of the text (Janzen & Stoller, 1998).

While integrating reading strategy instruction into their classrooms, teachers can measure how effective their strategic instruction is by carrying out different action research projects. Grabe and Stoller (2002) suggest eight flexible action research projects with respect to strategy training. The key questions that are asked in these projects are as follows:

1. To what extent am I supporting the development of emphasizing strategic reading behavior?
2. To what extent do my students use common reading strategies?
3. Can I raise my students' awareness of reading strategies by explicitly modeling strategic reading behaviors while reading aloud to the class?
4. What strategies can I introduce to my students to help them make sense of densely written texts?
5. How well do I incorporate student self-reflection into the end of reading lessons, as a way of promoting metacognitive strategy use?
6. How can I raise my students' awareness of patterns of rhetorical organization through visual display?
7. When is it more beneficial to discuss text structures with students: as part of pre-reading activities or post-reading activities?
8. How can I help students learn to identify sequence and contrast markers in the texts that they are reading? (p. 203, 204)

Action research projects conducted to answer these questions can provide teachers with valuable data about how effective their instruction is, how students feel about materials and activities, and so forth (Grabe & Stoller, 2002).

Benefits of Reading Strategy Instruction

Reading research to date has indicated that strategic reading instruction is worth the time and effort. There are four important benefits of such instruction. First of all, strategic reading instruction raises students' awareness about the nature of the reading process. For example, in a study in which a version of Transactional Strategy

Instruction was applied successfully in an L2 setting, students reported that strategy training raised their awareness about the reading process in both their L1 and L2 (Janzen, 1996).

Secondly, research conducted in L1 and L2 contexts has proven that some strategies — such as relating text to prior knowledge, mental imagery, question generation and summarization — improve not only students' comprehension but also their memory of texts (Carrell, Pharis, & Liberto, 1989; Janzen, 1996; Pearson & Fielding, 1991; Pressley, 2002; Pressley, Johnson, Symos, McGoldrick, & Kurita, 1989; Trabasso & Bouchard, 2001). Therefore, teaching students effective reading strategies systematically helps students become more autonomous, self-aware readers who perform better at comprehension tasks (Baker, 2001; Duke & Pearson, 2002; Janzen, 1996; Janzen & Stoller, 1998; Sinatra, Brown, & Reynolds, 2001; Williams, 2002).

Thirdly, gaining strategic reading abilities prepares students for future academic studies (Janzen & Stoller, 1998). As a result of strategic reading instruction, students become empowered to succeed in comprehension tasks that they encounter in their school lives (Pearson, 1982, as cited in Vacca, 2002). Besides, strategic training helps students to become independent learners who read with confidence and enjoyment, and thereby contributes to lifelong education and personal satisfaction (Paris, Wasik & Turner, 1991).

The fourth and fifth benefits of strategy training are that it helps teachers to motivate students to participate in classroom activities and guide students in how to learn (Janzen & Stoller, 1998). Research to date has shown that high levels of engagement on the part of the students in strategic reading lessons has positive effects on improving reading comprehension (Williams, 2002).

Challenges of Implementing Reading Strategy Instruction and Possible Solutions

In addition to the aforementioned research-proven positive impacts of strategic reading instruction, there are some challenges associated with implementing such instruction on which many researchers agree. Firstly, it is challenging for students to learn to coordinate efficient reading strategies according to varying needs (El-Dinary, 2001; Grabe & Stoller, 2002). Thus, not all students benefit from strategy training and learn to use reading strategies successfully (Sinatra, Brown, & Reynolds, 200). Students need sets of strategies that they use in combination to carry out tasks or solve common comprehension problems. However, the combinations that they use should change when tasks, texts, topics and goals change. Furthermore, it is difficult for students to develop strategic reading behaviors because effective strategic reading does not always involve conscious decisions. That is, fluent readers do not always consciously decide which strategies to use because they have automatized common strategic responses to typical situations. When common strategic responses are ineffective, skilled readers focus more conscious attention to solve the problem (Grabe & Stoller, 2002). Reading strategy instruction also requires a commitment from students since they should constantly monitor their use of reading strategies and be aware of their strengths and weaknesses as developing strategic readers (Duke & Pearson, 2002). Moreover, what and how much students learn may be affected by their feelings and thoughts related to such instruction. As a result, while some less proficient students find strategy training helpful and worthwhile, some find it confusing, and some skilled students find it unnecessary and do not pay attention. These challenges suggest that there is a need for researchers to focus on determining which type of strategy instruction is effective for which students under what circumstances (Sinatra, Brown, & Reynolds, 2001).

Secondly, strategic reading instruction is also quite challenging for teachers. High energy, time, and commitment is required from teachers in addition to continuous support from administrators (El-Dinary, 2001; Sinatra, Brown, & Reynolds, 2001). Since ongoing assessment is needed for strategic reading instruction to be successful, teachers are required to monitor students' use of reading strategies and their success at comprehending texts, the latter been the ultimate aim of reading instruction. According to the results of this monitoring, teachers should modify their instruction. For instance, if students are unable to comprehend assigned texts and ineffective in using appropriate strategies, teachers should provide students with additional instruction or modify the instructional approach that they are using. In order to do this, teachers must be skillful and metacognitively sophisticated with respect to both reading strategies and instructional strategies. They must have a deep understanding of both cognitive and metacognitive processes involved in strategy use and an ability to scaffold students so that they can use these processes successfully on their own. Many teachers find it challenging to execute strategy-instruction approaches effectively due to lack of teacher preparation. Although valuable information has been gained pertaining to the characteristics of skilled readers and strategy instruction, few studies have been conducted pertaining to teacher education and the metacognition of skilled strategy teachers. However, it is recognized that teachers require a lot of time to acquire expertise in delivering strategy instruction effectively (Duke & Pearson, 2002; Pressley, 2002; Sinatra, Brown, & Reynolds, 2001; Williams, 2002).

The third challenge in implementing strategic reading instruction is the time required for such instruction (Grabe & Stoller, 2002; Sinatra, Brown, & Reynolds, 2001). There are no shortcuts to teaching reading strategies; therefore, developing

strategic readers requires a lot of effort on the part of teachers and students over a considerable amount of time (Grabe & Stoller, 2002). For instance, developing L2 students as strategic readers may take several years (Beard El-Dinary, Pressley, & Schuder, 1992, as cited in Janzen, 1996). Pressley (2002) explains why it takes such a long time:

> Metacognition, which is needed to use comprehension strategies well, can begin during direct teacher explanations and modeling of strategies but develops most completely when students practice using comprehension strategies as they read. It seems especially helpful if such practice includes opportunities to explain one's strategies use and reflect on the use of strategies over the course of semesters of schooling. That is, in Vygotskian (1978) terms, the internalization of comprehension strategies involves long-term practice with the strategies, including opportunities to reflect on strategies use with others (p. 291-292).

Therefore, allocating a short period of time to teaching individual reading strategies will not help students to internalize strategies and become strategic readers (Gaskins, 1994, as cited in Janzen, 1996). Nevertheless, curricula and teaching materials do not often take the time needed for strategy instruction into consideration (Grabe & Stoller, 2002).

In addition to these three challenges, there are other variables that can influence the results of strategy training such as clarity of training procedures, strategy transfer, proficiency levels of students, type and number of strategies that are taught, and limited number of readily available materials (Grabe, 1991; O'Malley & Chamot, 1990; Sinatra, Brown & Reynolds, 2001). Research has shown that reading and, thus, teaching reading is an extremely complex process. Instructional packages recommended by researchers do not work for all students, and a specific set of instructional procedures for teachers to follow routinely have not been identified.

Maybe the biggest challenge of strategic reading instruction is that it cannot be routinized (Williams, 2002).

Sinatra, Brown and Reynolds (2001) claim that some of the challenges faced in strategic reading instruction may result from the fact that strategy researchers have paid little attention to cognitive resources and automaticity issues in reading strategies instruction. Little research on developing instructional methods that will enhance automaticity of strategies has been conducted. They also claim that if an instructional practice continuously emphasizes reflective and deliberate use of strategies, it may hinder the desired transition to automatic comprehension processes. As a result, if students are asked to deliberately use strategies after they have become successful in using them, they may use their cognitive resources unnecessarily for the deliberate use of strategies instead of construction of meaning.

Sinatra, Brown and Reynolds (2001) make four suggestions to solve some of the problems faced in strategy instruction while moving from deliberate to automatic use of strategies. Firstly, the number of strategies should be reduced to a short list. It is worth the time and effort to teach only the strategies, for which effectiveness has been proven by research. Then, the determined strategies should be prioritized. Secondly, the materials should be carefully chosen so that they are not only at the instructional level of the students, but also call for the specific strategy being taught. Thirdly, teachers should keep reminding students that the strategies are just tools for constructing meaning and prevent them from putting undue emphasis on learning and using strategies. For this, teachers can focus on how comprehension can be improved with the aid of strategies. Finally, asking students to show concrete evidence of their strategy use may be helpful for them to learn and remember to use strategies in the early stages of instruction; however, requiring them to show their strategy use

continuously in later stages may prevent them from automatizing the use of strategies. Therefore, teachers should focus more on comprehension in their assessment once students become proficient at strategy use.

The Role of Teachers in Reading Strategy Instruction

Teachers can play a crucial role in strategic reading instruction. Teachers should reflect on the strategies that are necessary for success in academic subjects, thereby taking a direct and functional role in their students' literacy development (Vacca, 2002). Having made these decisions, they are then in the position to give skillful instruction that will develop their students' strategic cognitive and metacognitive processes (Williams, 2002). However in order to raise their students' awareness of the reading process, teachers need to be become metacognitively aware of their own reading processes and trained well in teacher education programs (Duffy, 1993).

Teacher explanation is especially important in strategy training because weak explanations may result in students' being passive recipients of information (Duffy, 2001). Five elements should be included in effective teacher explanations: (a) a description of the strategy, (b) the reason why the strategy should be learned, (c) how the strategy is used, (d) when or where the strategy should be used, and (e) how the use of the strategy should be evaluated (Winograd & Hare, 1988, as cited in Anderson, 1999). Teacher explanations play an important role in students' learning to verify their strategy use. For this reason, teachers should teach students how to monitor successful use of a strategy as well as strategies themselves because a cognitive understanding of what should be done does not necessarily result in successful reading (Anderson, 1999). Verifying strategies while using them makes readers more aware of the metacognitive process and all the strategy options that

they have at their disposal to improve their reading (Cohen, 1990). A useful tool that teachers can use is verbal reports in which teachers get the readers to verify the strategies they use while reading (Anderson, 1999).

Although teacher explanation is important in teaching strategies, Duffy (2001) claims that it is not possible to script, proceduralize, or package explanations. Thus, teachers should be adaptive in their instruction to provide students with good explanations by harnessing various ideas, selecting appropriate principles, and creating different combinations in strategy instruction. Therefore, teachers need to be trained to explain reading strategies well. Good explainers "thoughtfully adapt their plans, adapt the modeling they provide and adapt across lesson boundaries" (Duffy, 2001, p. 34). Pressley (2002) states that future research related to strategic reading instruction should focus on how teachers should be taught to explain strategy use well, how much support teachers need after initial training, and how teachers can be helped to blend providing direct assistance for students and guiding students to discover strategies (p. 6).

The Role of Materials in Reading Strategy Instruction

Like teachers, materials also play an important role in strategic reading instruction. However, there is little information with respect to materials in the reading literature. There is a limited number of readily available materials to teach reading strategies in second and foreign language classrooms (e.g., Anderson, 2003a, 2003b, 2003c, 2003d; Ediger & Pavlik, 1999; Gulef, Sokolik & Lowther, 2000; Ryall, 2000; Fellag, 2000; Sokolik, 2000). Therefore, potential "strategic" teachers have difficulty in both developing materials and carrying out instructional techniques in the classroom (O'Malley & Chamot, 1990).

In the reading literature, researchers only mention that materials used in reading strategy instruction should be carefully chosen. There are four important points that teachers should consider when choosing appropriate materials for such instruction. Firstly, the content and structure of selected texts should match the strategy that will be taught or lead to the need for some strategy use. In other words, materials should be appropriate for the application of a targeted strategy or strategy use in more general terms. For instance, a good text for teaching prediction strategy should be a new text including a sequence of events and sufficient clues for prediction. A good text for teaching inferencing, as a strategy, should require students to make several inferences. Therefore, teachers should choose texts that trigger the reading strategy being taught to help students to automatize that strategy (Duke & Pearson, 2002; Jansen & Stoller, 1998; Sinatra, Brown & Reynolds, 2001; Whitehead, 1994). However, William Grabe (personal communication, July 8, 2003) believes that the goal of reading strategy instruction should be to choose which strategies to teach according to texts that will be taught rather than choose texts according to strategies that will be taught.

Secondly, materials should be appropriate to the students' instructional level and learning needs. Texts that are too easy may make strategy use artificial and texts which are too complex may cause frustration. Especially in the early stages of teaching reading strategies, materials should not be (too) difficult or demanding in terms of background knowledge, vocabulary load, or decoding. Most importantly, texts should not exceed students' word identification abilities since they cause students to pay more attention at the word level. In the later stages, students can be asked to apply the strategies that they have learned to more difficult texts. Therefore, students need to be provided with a wide variety of leveled texts that match their

word identification abilities and that are appropriate for strategic reading instruction (Duke & Pearson, 2002; Jansen & Stoller, 1998; Sinatra, Brown & Reynolds, 2001; Whitehead, 1994).

Thirdly, materials used in strategy instruction should resemble those that they will encounter in everyday situations (Sinatra, Brown & Reynolds, 2001). Young (1993) suggests that materials that are used to encourage reading produce positive attitudes towards reading and develop strategic reading should have characteristics of authentic texts. Finally, the strategies that are planned to be taught should be limited to ones that can be applied to many texts. In this way, finding, determining levels, and categorizing appropriate texts can be done more easily (Sinatra, Brown & Reynolds, 2001).

Conclusion

A great deal of reading research has focused on reading strategies and strategic reading instruction. Much of the research on reading strategies has been carried out in first language contexts. These studies have demonstrated that strategic reading instruction improves reading comprehension. However, little research has been conducted related to reading strategies in second and foreign language contexts. Because reading strategies play an important role in fluent reading, helping students to become strategic readers should be a major goal in especially academic reading instruction contexts. Reading strategies are many and diverse. Some are empirically validated and others are claimed to be used by good readers. While this distinction was not made by most of the researchers cited in this chapter, the two sets of strategies are worth considering in discussions of reading strategy instruction. Although implementing strategic reading instruction is challenging, it is worth the time and instructional effort due to its success in improving reading comprehension.

Research on strategy training has contributed to reading instruction greatly in the last 25 years; however, there is still a lot to be learned about strategy instruction.

CHAPTER 3: METHODOLOGY

Introduction

The purpose of this study was to evaluate the reading textbook titled *www.dbe.off-line.readings2* to determine the extent to which the reading strategies that are mentioned frequently in the literature are addressed in the book. The study was also designed to determine how teachers in the Department of Basic English (DBE), Middle East Technical University (METU), perceive the strategy training in the book.

The research addressed the following questions:

1. a) Which reading strategies are addressed explicitly in the reading course book titled *www.dbe.off-line.readings2*?

   b) Which reading strategies are addressed implicitly in the course book?

   c) Which reading strategies are not addressed in the course book?

2. What are the perceptions of the teachers at the Department of Basic English, Middle East Technical University, of the strategy instruction included in the book?

In this chapter, the methodological procedures for this study are presented. First, the material to be evaluated in this study is described. Second, information about the participants of the study is given. Third, the instruments used in the study are described. Finally, the data-collection procedures followed by the researcher are explained in detail. The chapter concludes with a description of data analysis procedures.

Material

The core intermediate-level reading course book in the DBE, METU, entitled *www.dbe.off-line.readings2,* was chosen as the material to be evaluated in the first part of the study because it is used by the majority of the preparatory students in DBE, METU. In the 2002-2003 academic year, it was studied by 1,836 students (two thirds of all preparatory students) in the DBE, METU. The textbook was used as the main reading course book at the intermediate level in the first and second semesters of the 2002-2003 academic year. The book was used in 38 intermediate-level classes by 841 students in the Fall 2002 semester; it was used in 49 intermediate-level classes by 995 students in the Spring 2003 semester. In the 2002-2003 academic year, it was taught by a total of 63 teachers.

The course book was written by two in-house instructors to meet the goals and objectives of the department. The main aim of the book is to provide intermediate-level DBE students with reading instruction that prepares them for the reading exams prepared by the DBE testing office and the reading part of the proficiency exam that is prepared by a committee in the DBE. For this reason, the book was designed to include exercises that are similar to those that students will encounter on exams. The book consists of an introduction and eight units. In the introduction unit, the authors explicitly state that they will introduce 13 reading strategies that are essential to becoming an academic reader. They divide these strategies into three groups: Four strategies — previewing, predicting, skimming, and scanning— are introduced by asking students to take an initial look at the text. The second set of strategies — interacting with the text, analyzing linking and discourse types, identifying main ideas, dealing with word-level difficulties — are introduced by asking students to take a careful look at the text. The third set of strategies — distinguishing facts from

opinions, making inferences, paraphrasing implicit main ideas, evaluating the writer's argument — are presented by asking students to take a critical look at the text. The book provides students with popular texts taken from the internet to practice the reading strategies taught. The topics covered in the eight units of the textbook include perspectives on culture, extreme sports, money systems, chaos theory, bioethics, primitive societies, digital art, and ethics. In the Starting Off section of each unit, the exercises aim at activating the students' schemata about unit topics. Each unit is divided into five parts: Starting Off, Reading 1, Reading 2, Finishing Off and Homework. In each unit, there are two long main authentic reading passages, called Reading 1 and Reading 2. In the Finishing Off, and Homework sections, there are generally shorter reading passages related to the topic of the unit. At the end of each unit, there is a list of vocabulary items used in the unit with their collocations.

Participants

The participant of the first part of the study is the researcher herself who evaluated *www.dbe.off-line.readings2* in terms of reading strategies. She has been an English teacher for 8 years. Before teaching academic English at the DBE, METU, where she has been for 4 years, she worked in a private language school for 4 years. Throughout her 8-year career, she has taught reading at all levels. She also piloted *www.dbe.off-line.readings2* in two intermediate-level classes in the 2001-2002 academic year.

The participants of the second part in the study were 44 teachers assigned to teach reading with the targeted textbook at the intermediate level in the Fall 2002 and Spring 2003 semesters in the DBE, METU.

Participants' Backgrounds

As can be seen in Table 3.1, 27 participants (67.5%) have BA degrees, whereas 13 (32.5%) participants have a post-graduate degree. The majority of the participants with BA degrees received them in literature (27.5 %) and English Language Teaching (ELT) (22.5 %). The majority of the participants with master's degrees completed them in ELT (15 %).

Table 3.1

Highest Degree Earned by Participants

	Frequency	%
BA Literature	11	27.5
BA English Language Teaching (ELT)	9	22.5
BA Translation	1	2.5
BA Linguistics	1	2.5
BA Other	5	12.5
MA English Language Teaching (ELT)	6	15.0
MA Literature	2	5.0
MA Other	3	7.5
MS	2	5.0

As for the teachers' total years of teaching experience, 11 of 44 participants have 1-5 years of teaching experience, 14 of them have 6-10 years, 12 teachers have 11-15 years, and 7 teachers have 16-20 years of experience. Participants also have similar experience in teaching reading: 13 teachers have 1-5 years of experience teaching reading, 14 teachers have 6-10 years, 12 teachers 11-15 years, and 6 teachers have 16-20 years of experience in teaching reading (see Table 3.2 and Table 3.3).

Table 3.2

Length of Participants' Teaching Experiences

	Frequency	%
1-5 years	11	25.0
6-10 years	14	31.8
11-15 years	12	27.3
16-20 years	7	15.9

Table 3.3

Length of Participants' Experience Teaching Reading

	Frequency	%
1-5 years	13	29.5
6-10 years	14	31.8
11-15 years	11	25.0
16-20 years	6	13.6

Participants have taught reading at different levels. All teachers have taught reading at the intermediate-level. They have also taught reading at the beginner, elementary, upper intermediate, and advanced levels. (See Table 3.4.)

Table 3.4

Levels at Which Participants Have Taught Reading

	Frequency	%
Intermediate	43	100.0
Beginner	36	81.8
Elementary	36	81.8
Upper-intermediate	28	63.6
Advanced	14	31.8

As for the semester in which the participants taught *www.dbe.offline-readings2,* 21 teachers taught the book both semesters, 11 teachers taught it only in the first semester (Fall), and 12 teachers taught it only in the second semester (Spring). (See Table 3.5.)

Table 3.5

Semesters that the Participants Taught the Textbook

	Frequency	%
Both semesters	21	47.7
Second semester	12	27.3
First semester	11	25.0

It should be noted that the participants had slightly different experiences with the book, depending on the semester in which they used it. The first-term teachers had taught the introduction and the first five units of the book. When the data-collection questionnaire was administered on 15 April 2003 in the second-term, the second term teachers were in the process of teaching unit 5 in the book. While some teachers in the second term completed unit 5, others were only partially familiar with unit 5. Therefore, all the teachers who completed the questionnaire were familiar with the introductory unit and the four units of the book. Teachers had variable experiences with the fifth unit.

It was assumed that the three groups of teachers (those who taught the textbook first semester, second semester, or both semesters) were likely to have had different experiences with and opinions of the textbook. The reasons for these possible differences are varied. Differences among teachers may have stemmed from differences between first-term and second-term intermediate-level students. In the first term, students placed in the intermediate level receive reading instruction for the first time through *www.dbe.off-line.readings2.* Second-term intermediate-level students, on the other hand, are more familiar with reading instruction because they received reading instruction in the first term, at a lower level, through *www.dbe.off-line.readings1*, which is an elementary reading textbook written by different authors with the same goals and methodology. The 20 of 44 teachers who used the book both

semesters taught the book to two different intermediate-level student populations. In addition, they had the experience of teaching the textbook two times. The rest of the teachers had taught the book only once, to either first-term or second-term intermediate-level students. Thus, the three groups of participants were likely to have had different experiences with the book. Despite these assumptions, these differences were not considered in the analysis stages of the study reported here because the numbers of participants in each group were insufficient to determine statistically significant differences between the three groups of teachers.

Instruments

This study made use of two instruments to address the research questions. The first instrument, the Textbook-Evaluation Instrument, used in the first stage of the study, was designed by the researcher to evaluate the book in terms of reading strategies. The second instrument, the Teachers' Perceptions of Reading Strategy Instruction Questionnaire, was designed to determine the perceptions of intermediate-level teachers at DBE of reading strategy instruction provided in *www.dbe.off-line.readings2.*

Textbook-Evaluation Instrument

For the first part of the study, the researcher designed an instrument based on the reading-strategy literature (see chapter 2) in order to analyze the course book. The Textbook-Evaluation Instrument was used to identify strategies addressed explicitly in the book, strategies addressed implicitly in the book, and those not addressed at all in the course book. To create the instrument, firstly, reading strategies mentioned in the literature were compiled in a checklist. Approximately 70 reading strategies mentioned in the literature (in approximately 50 articles and

books) were grouped according to the following classifications: top-down, global, general, text-level, bottom-up, word-level, local, cognitive, metacognitive, metacognitive macro, self-regulation, compensating, support, supervising, comprehension, coherence, paraphrase, interpretative, affective, social, memory, and fix-up strategies. As a result of this grouping, the researcher became aware of the inconsistencies and contradictions among researchers pertaining to the classification of documented strategies. For example, the question-generating strategy is labeled in different ways by different researchers: it is classified as either a top-down, general, metacognitive, metacognitive macro, cognitive, support, supervising, or comprehension strategy. In response to these inconsistencies, the researcher reorganized the checklist, ordering the strategies from most frequently mentioned to least frequently mentioned in the literature, instead of by their classification, keeping a tally of the number of times each was mentioned. Frequencies ranged from 1 to 50. As a way to narrow down the pool of strategies for investigation, strategies that were mentioned at least six times in the body of literature reviewed were incorporated into the Textbook-Evaluation Instrument, resulting in an instrument with 30 reading strategies. (See Appendix A and Appendix B for comprehensive reference.) The researcher labeled each 30 strategy with the most general name mentioned in the literature to capture the essence of the different labels. Then the Textbook Evaluation Instrument was reformatted so that explicit and implicit strategy training could be marked on it (see Appendix C).

The 30 strategies targeted for the study fall into two main groups. The first group included nine strategies that are reported to be empirically validated (see Table 3.6). The second group included 21 strategies that are mentioned in the literature as used by good readers while reading (see Table 3.7). These 30 strategies determined

for the study include 10 of the 12 reading strategies that are explicitly targeted by the authors in the introductory unit of the textbook to be examined (see Table 3.6 and Table 3.7).

Table 3.6

Nine Reading Strategies That are Empirically Validated

Strategies	Sources that report research evidence/validation
Generating questions	• Dole, Duffy, Roehler, & Pearson, 1991 • Duke & Pearson, 2002 • Pressley, 2002 • Pressley & Block, 2001 • Pressley, Johnson, Symons, McGoldrick, & Kurita, 1989 • Trabasso & Bouchard, 2001
Summarizing	• Dole, Duffy, Roehler, & Pearson, 1991 • Duke & Pearson, 2002 • Pressley, 2002 • Pressley & Block, 2001 • Pressley, Johnson, Symons, McGoldrick, & Kurita, 1989 • Trabasso & Bouchard, 2001
Visualizing/Using imagery	• Pressley, 2002 • Pressley & Block, 2001 • Pressley, Johnson, Symons, McGoldrick, & Kurita, 1989 • Trabasso & Bouchard, 2001
Paying attention to text structure and organization	• Duke & Pearson, 2002 • Pressley, Johnson, Symons, McGoldrick, & Kurita, 1989 • Trabasso & Bouchard, 2001
Drawing inferences*	• Dole, Duffy, Roehler, & Pearson, 1991 • Pressley, Johnson, Symons, McGoldrick, & Kurita, 1989
Making predictions*	• Duke & Pearson, 2002 • Pressley & Block, 2001
Monitoring reading	• Dole, Duffy, Roehler, & Pearson, 1991 • Trabasso & Bouchard, 2001
Using visual representations of text	• Duke & Pearson, 2002 • Trabasso & Bouchard, 2001
Using prior knowledge	• Pressley, 2002 • Trabasso & Bouchard, 2001

Note: * indicates strategies explicitly targeted by the authors of the textbook.

Table 3.7

Twenty-one Reading Strategies That are Used by Good Readers

Reading Strategies
Guessing meaning of unknown words and phrases*
Repairing miscomprehension
Identifying main ideas*
Rereading
Planning
Previewing text before reading*
Paraphrasing*
Critiquing the text and the author *
Confirming or disconfirming predictions, guesses or inferences
Skimming*
Taking notes
Consulting a dictionary
Reading selectively
Self Evaluating
Highlighting
Using non-target language
Scanning*
Analyzing*
Connecting information within and/or across texts
Negotiating meaning
Grouping / Classifying

Note: These 21 strategies are based on the literature reviewed in Chapter 2.
* indicates strategies explicitly targeted by the authors of the textbook.

In addition to the Textbook-Evaluation Instrument, a Reference Sheet (see Appendix D), which included the definitions of the 30 strategies included in the Textbook-Evaluation Instrument, was prepared to guide the identification, evaluation, and classification of explicit and implicit strategy training in the textbook. The Reference Sheet provided criteria that distinguished strategies in the group of 30 from one another. The definitions for the 30 strategies included on the Reference Sheet were based on information in the literature.

The Textbook-Evaluation Instrument was piloted on a unit of the book with five teachers working in DBE, METU, to determine inter-rater reliability and solicit

feedback on the instrument and the Reference Sheet. Two of the piloters taught the book in the first semester, one of them taught it in the second semester, and two of them taught the book both semesters. Each piloter was given a copy of unit 5 from the book, the Textbook-Evaluation Instrument, and the Reference Sheet. They were asked to complete the exercises in unit 5 and then evaluate them in terms of the 30 reading strategies in the instrument by noting down all the strategies that were explicitly or implicitly required for each exercise in the unit. The researcher also evaluated the same unit in the book using the same Instrument and Reference Sheet. After the piloters evaluated the unit using the definitions on the Reference Sheet, the researcher compared her results with theirs and observed that there was a big difference between the results. The researcher discussed the discrepancies with the piloters to find out why they chose different strategies. In doing so, the researcher received valuable feedback, helping her identify the sources of the differences. The first problem, causing low inter-rater reliability, was that some piloters misinterpreted some strategies because the definitions in the Reference Sheet were not detailed enough. The piloters stated that some of the definitions were too general, insufficiently detailed, ambiguous, or overlapping. Thus, the Reference Sheet did not allow for conformity among pilot participants and the researcher. The second problem was that some piloters interpreted explicit and implicit strategy training differently although the researcher gave them a definition for each. This led to different decisions about the strategy training in the unit. Finally, the researcher realized that some piloters, when considering strategies implicitly required for successful completion, noted down all possible strategies that students might use while completing the tasks. The result was inconsistencies and uncertainties in the evaluation.

Based on the feedback obtained from the piloters, two types of modifications were made on the Reference Sheet and Textbook-Evaluation Instrument. Firstly, the definitions of the 30 strategies on the Reference Sheet were improved by adding details and examples from the literature in order to remove ambiguity and overlap. Secondly, the researcher redefined the concept of 'explicit' and 'implicit' strategy explanation and practice in order to prevent inconsistencies between piloters and increase inter-rater reliability. The working definitions of explicit and implicit strategy explanation and practice were finalized as follows:

Strategies that are explicitly explained in the textbook	They are strategies that are explicitly stated and described in the textbook. They include key words or synonyms from the labels of the strategies and/or key parts from the working definition on the Reference Sheet.
Strategies that are implicitly explained in the textbook	They are strategies that are not explicitly stated and described in the textbook although they include key words or synonyms from the labels of the strategies and/or key parts from the working definition on the Reference Sheet.
Strategies that are explicitly practiced in the textbook	They are strategies that are explicitly stated in the instructions of the tasks/exercises by including key words or synonyms from the labels of the strategies and/or key parts from the working definition on the Reference Sheet.
Strategies that are implicitly practiced in the textbook	They are primary strategies that are required for the successful completion of the task; that is, they are the strategies without which the tasks cannot be completed successfully. They are not explicitly stated in the instructions of the tasks/exercises.

To improve inter-rater reliability, another decision was made in regards to the determination of strategies implicitly dealt with in the textbook. When determining the implicit strategy instruction in the book, the researcher decided not to consider students' use of background knowledge, familiarity with the topic, vocabulary knowledge, proficiency level, and previous experience with the text because (a) students were not part of the study and (b) it was difficult to determine these variables. After the Reference Sheet was modified and the criteria for determining explicit and implicit strategy instruction in the textbook were specified, the revised Reference Sheet and the Textbook-Evaluation Instrument were piloted with two of the piloters again. The piloters were given the new definitions of explicit and implicit strategy training for the study and asked to do all exercises in unit 2 from the textbook to determine which strategies were explicitly required and which strategies were implicitly required in the unit. The piloters were asked not to consider students' use of background knowledge, familiarity with the topic, vocabulary knowledge, proficiency level, and previous experience with the text while determining the implicit strategy instruction in the book. Like the two piloters, the researcher evaluated unit 2 using the revised definitions of explicit and implicit strategy training, Instrument, and Reference Sheet. In this second piloting, a high inter-rater reliability was achieved because 90 % of the strategies determined in unit 2 by the researcher and the piloters were the same. Therefore, no further changes were made.

The Teachers' Perceptions of Reading Strategy Instruction Questionnaire

For the second part of the study, the Teachers' Perceptions of Reading Strategy Instruction Questionnaire (see Appendix E) was devised to gather data related to perceptions of intermediate-level teachers at DBE, METU, of the strategy instruction

included in *www.dbe.off-line.readings2.* The questionnaire included 76 items in four different parts.

The first part of the questionnaire aimed at gathering background information about the respondents. In this part, the teachers were asked ten questions and asked to choose responses from among possible answers. The 10 questions in this part solicited information about the highest academic degree they had completed, years of teaching experience, years of teaching reading, levels at which they had taught reading, semester(s) in which they had taught *www.dbe.off-line.readings2*, whether they had taught *www.dbe.off-line.readings1*, what percentage of exercises in the book they had used in class, how familiar they were with the concept of reading strategies, how useful they thought reading strategy training is for DBE students, and how beneficial they thought in-service training on teaching reading strategies would be for DBE instructors.

In the second part of the questionnaire, the aim was to determine teachers' perceptions of *www.dbe.off-line.readings2* in general. In this part of the questionnaire, the participants were asked to respond to six statements by choosing among four items on a Likert scale: Strongly Disagree (SD), Disagree (D), Agree (A), and Strongly Agree (SA). The six statements in Part II reflected issues mentioned in the literature regarding the appropriacy of reading materials and tasks for strategy instruction. The six items were designed to require teachers to decide whether the reading passages in the book were appropriate for intermediate-level DBE students in terms of vocabulary and grammatical complexity, whether the reading passages in the book were appropriate for intermediate-level DBE students' interests, whether intermediate-level DBE students had enough background information to make sense of the reading passages in the book, whether the reading

tasks in the book were sufficiently demanding but not too demanding for intermediate-level DBE students, and whether the book provided intermediate-level DBE students with reading opportunities that realistically mirrored those that they were likely to encounter in future academic settings.

The third part of the questionnaire aimed at gathering data about teachers' perceptions of explicit strategy instruction in the book; these data allowed for the comparison of teachers' perceptions of strategy coverage with findings obtained in the first part of the study. To gather these data, the teachers were required to decide whether the book provides intermediate-level students with what the participants perceived to be enough explicit strategy instruction in regards to the 30 targeted strategies. For each strategy, the participants were asked to respond to the following statement: *www.dbe.off-line.readings2 provides enough explicit instruction to intermediate-level DBE students for the appropriate use of the following reading strategies.* Respondents were asked to choose a response from among four items on a Likert scale: Strongly Disagree (SD), Disagree (D), Agree (A), and Strongly Agree (SA).

The fourth part of the questionnaire was designed to determine whether teachers think the book provides intermediate-level students with enough practice to use the 30 strategies targeted in the study. Like the third part of the questionnaire, in the fourth part, participants were asked to respond to the following statement for each strategy: *The exercises in www.dbe.off-line.readings2 provide intermediate-level DBE students with enough practice to learn to use the following reading strategies.* Respondents were asked to choose among four items on a Likert scale: Strongly Disagree (SD), Disagree (D), Agree (A), and Strongly Agree (SA).

The questionnaire was piloted before it was administered in order to make sure that items were clear and understandable. Firstly, it was distributed to 16 graduate MA TEFL students and 3 MA TEFL instructors at Bilkent University. Their constructive feedback was taken into consideration in the process of rewording items, adding new ones, modifying ambiguous wordings, and deleting the items that were irrelevant to the purpose of the study. Then, the questionnaire was piloted with seven teachers who were representative of teachers who taught the book in the first term, in the second term, or in both terms in the DBE, METU. The seven piloters were asked to complete the questionnaire and give feedback on the difficulties that they experienced completing the questionnaire. The piloting proved beneficial because several important changes were made in the questionnaire based on feedback received from the piloters. First of all, some items were omitted because they overlapped with other items or were ambiguous. Second, new items were added to the background information section. Third, the format of the second and third part of the questionnaire was changed and the instructions were simplified so that it would be easier for teachers to answer the questions for each strategy. Finally, because some piloters had difficulty in understanding some of the strategies included in the questionnaire, the researcher rewrote most of the strategy descriptors by adding more detail based on the definitions on the Reference Sheet. All these changes improved the questionnaire. The distribution of the questions in the final version of the Teachers' Perceptions of Reading Strategy Instruction Questionnaire is displayed in Table 3.8.

Table 3.8

Distribution of Questions on the Questionnaire

Parts	Question Types	No. of Items
Part I	Background information	10
Part II	Teachers' perceptions of intermediate-level reading textbook	6
Part III	Teachers' perceptions of explicit reading strategy instruction	30
Part IV	Teachers' perceptions of reading strategy practice opportunities	30
	Total	76

Data Collection Procedures

The study was conducted in two stages to address the two research questions. In the first stage, the reading course book was evaluated by the researcher to identify the reading strategies included explicitly or implicitly in the textbook. In the second part, a questionnaire was administered to teachers who taught the textbook at the intermediate level at DBE, METU, in order to collect data on their perceptions of the strategy instruction provided in the book.

Textbook-Evaluation Instrument

In the first part of the study, the researcher evaluated the book chapter by chapter using the Textbook-Evaluation Instrument and the Reference Sheet. The reading strategies that are explained and practiced in each exercise item were determined following two criteria: the working definitions of explicit/implicit explanation and practice (see pages 43-44) and the strategy definitions on the Reference Sheet (see Appendix D). The strategies were recorded on the instrument as either explicit or implicit following the definitions established for the study (see Appendix F).

While evaluating *www.dbe.off-line.readings2*, the researcher completed all the exercises in the nine units of the book (including the introductory unit) and evaluated them, item by item, in terms of reading strategy instruction and expectations. The researcher noted all the difficulties that she experienced while deciding which strategies were dealt with, and whether they were explicitly or implicitly dealt with. In the process, she also realized that not all exercise items in the textbook could be evaluated in terms of reading strategies. To overcome the difficulties in determining the strategies and strategy training exercise items, she consulted her advisor and made the necessary decisions regarding the evaluation of the book. The decisions established by the researcher for data collection are as follows:

1. Some exercises in the textbook were designed to improve vocabulary without any emphasis on reading at all. Since no reading is involved in such exercises, the researcher labeled them as 'vocabulary building exercises' and did not evaluate them. Similarly, the researcher labeled other exercises that do not involve reading as "speaking exercises," "writing exercises," and "schema building exercises," according to their purpose.
2. In exercises that had one set of instructions that applied to numerous items (e.g., fill in the blanks), all items were counted as separate items.
3. Certain types of exercises were evaluated with the original authors' explicitly stated intentions (as stated in the Teacher's Manual) even though there may be no other reminders for teachers or students. For instance, the authors asked teachers to require students to paraphrase the answers to comprehension questions in the first comprehension exercise as a general strategy. Therefore, the researcher included the paraphrasing strategy in all other comprehension questions in the textbook although the authors did not mention it again.

4. As for three strategies (i.e., generating questions, paraphrasing, and summarizing) the researcher decided that unless the textbook required students to practice these strategies, they are not recorded as explicitly or implicitly practiced strategies. For instance, in some exercises, the textbook requires students to fill in the blanks to create a summary of the reading text they have read. Such an exercise was not recorded as practicing summarizing explicitly or implicitly since it does not require the student to summarize the text by themselves.
5. As for the monitoring reading strategy, only questions that were required to be answered during reading were recorded as practicing this strategy. The questions that were asked after the reading passages were not categorized as opportunities for monitoring reading.

After making these decisions, the researcher evaluated the book for the second time to increase the reliability of the evaluation. She also made sure that all the strategies that are explicitly addressed in the exercises and the primary strategies that are implicitly required in the tasks were determined according to three criteria: (a) working definitions of explicit/implicit explanation and practice, (b) strategy definitions on the Reference Sheet, and (c) five decisions made during the data collection process.

The Teachers' Perceptions of Reading Strategy Instruction Questionnaire

For the second part of the study, the Questionnaire was administered in the DBE, METU, on April 15, 2003. The total number of teachers who used *www.dbe.off-line.readings2* in either the first term, the second term, or both terms was 63. Because seven of the 63 teachers participated in the piloting of the Teachers' Perceptions of Reading Strategy Instruction Questionnaire, the researcher distributed

the questionnaire to 56 DBE teachers. Forty three teachers (76.7 %) returned the questionnaire.

Data Analysis Procedures

The results of the study were analyzed quantitatively. In order to analyze the results of the first part of the study, that is, the evaluation of the textbook in terms of reading strategy instruction, the researcher calculated frequencies and percentages for each strategy in four different categories: explicitly explained strategies, implicitly explained strategies, explicitly practiced strategies, and implicitly practiced strategies. Notes taken on the Textbook Evaluation Instrument were transferred to a new table designed by the researcher as frequencies (see Appendix G). Then, percentages for each strategy in four groups were calculated.

In the second part of the study, the results of the questionnaire were analyzed quantitatively using the Statistical Packages for Social Sciences (SPSS, Version 10.0). Frequencies and percentages for every question were calculated. Additionally, means and standard deviations were calculated to interpret the results of the questionnaire.

CHAPTER 4: DATA ANALYSIS

Overview of Study

This study consisted of two parts. The aim of the first part of the study was to evaluate *www.dbe.off-line.readings2,* which is the intermediate-level reading textbook prepared by two instructors in the Department of Basic English, Middle East Technical University, in terms of reading strategies. To gather data, the Textbook Evaluation Instrument and the Reference Sheet were designed and used to serve as research tools. (See chapter 3 for a detailed description of both data collection instruments.) The aim of the second part of the study was to investigate DBE teachers' perceptions of the strategy instruction in the book. The participants of the second part of the study were 44 teachers who taught intermediate-level reading classes in the first semester, in the second semester, or in both semesters of 2002-2003. A questionnaire, developed as a research tool, was distributed to the teacher participants.

The results of the textbook evaluation were analyzed quantitatively by calculating the frequencies and percentages for each strategy in the 30-item strategy list prepared by the researcher. In order to answer the first research question, the strategies were divided into three main groups according to which strategies were explicitly dealt with in the book, which strategies were implicitly dealt with in the book, and which strategies were not addressed in the book at all. The textbook evaluation also revealed other interesting patterns including (a) strategies that are not explained but practiced implicitly and/or explicitly, and (b) strategies that are only implicitly practiced throughout the book.

The results of the questionnaire reveal DBE teachers' perceptions of the strategy instruction in the book. They were analyzed quantitatively using the Statistical Packages for Social Sciences (SPSS, Version 10.0). Frequencies and percentages for every question were calculated. Additionally, means and standard deviations were calculated to interpret the results of the questionnaire.

Data Analysis

Data analysis consisted of a quantitative analysis of the data obtained from the textbook evaluation and questionnaire. The data obtained from the evaluation of the textbook in terms of reading strategy instruction, in the first part of the study, were analyzed through frequencies and percentages. The data obtained from the questionnaire, in the second part of the study, were analyzed through frequencies, percentages, means, and standard deviations.

Analysis of the Textbook Evaluation

The purpose of the evaluation of *www.dbe.off-line.readings2* was to answer the first set of research questions: Which reading strategies are addressed explicitly in the reading course book titled *www.dbe.off-line.readings2*?, which reading strategies are addressed implicitly in the course book?, and which reading strategies are not addressed in the course book? The answers to these questions are presented in the following sections of this chapter. Nine noteworthy patterns — revealing different distributions of explanation and practice — are reported at the end of this section.

Reading strategies that are addressed explicitly in the textbook. The strategies that are explicitly dealt with in the book appear in two different groups, specifically those that are explained explicitly in the textbook (labeled explicitly explained strategies in the discussion that follows) and those that require explicit practice (labeled explicitly practiced strategies in the discussion that follows). The results of

the textbook evaluation reveal that 19 of the 30 reading strategies in the strategy list prepared by the researcher are explicitly explained in the book. These 19 strategies are mentioned 48 times total explicitly in the explanations in the three sections of the introductory unit: an initial look at the text, a careful look at the text and a critical look at the text. These strategies include the following (listed in order of frequency of their explanation). Paying attention to text structure and organization, identifying main ideas, drawing inferences, and analyzing were the most frequently explained strategies. A less frequent set includes critiquing the text and the author, making predictions, and paraphrasing. Even less frequent explicitly explained strategies are generating questions; confirming or disconfirming predictions, guesses, or inferences; and highlighting. The largest set (including 9 strategies) are explained an equal number of times, though infrequently: using prior knowledge, guessing meaning of unknown words and phrases, visualizing/using imagery, using visual representations of text, previewing text before reading, skimming, taking notes, consulting an outside source, and scanning. Table 4.1 displays the 19 strategies that are explicitly explained in *www.dbe.off-line.readings2* with their frequencies and percentages.

Table 4.1

Strategies That Are Explicitly Explained in the Book

Reading Strategies	Explicit Explanation	
	F	%
Paying attention to text structure and organization	7	14.6
Identifying main ideas	6	12.5
Drawing inferences	5	10.4
Analyzing	5	10.4

Table 4.1 cont'd		
Critiquing the text and the author	4	8.3
Making predictions	3	6.3
Paraphrasing	3	6.3
Generating questions	2	4.2
Confirming or disconfirming predictions, guesses or inferences	2	4.2
Highlighting	2	4.2
Using prior knowledge	1	2.1
Guessing meaning of unknown words and phrases	1	2.1
Visualizing / Using imagery	1	2.1
Using visual representations of text	1	2.1
Previewing text before reading	1	2.1
Skimming	1	2.1
Taking notes	1	2.1
Consulting an outside source	1	2.1
Scanning	1	2.1

Note: Frequencies indicate how many times the strategies are explicitly explained. Percentages indicate percentage of occurrence out of 48 total explanations.

While 19 of the 30 strategies in the list prepared by the researcher are explained explicitly in *www.dbe.off-line.readings2*, 22 strategies of the 30, including 18 of the 19, are explicitly practiced throughout the book. The exercises in the whole textbook consist of 2,343 items and 329 of the 2,343 items (14 %) provide explicit practice opportunities for 22 strategies. The strategy that is most frequently practiced explicitly, from the set of 329 exercise items in the book, is guessing meaning of unknown words and phrases. Then comes drawing inferences and identifying main ideas. A less frequent set constitutes the largest set with 9 strategies. These strategies are scanning, making predictions, paying attention to text structure and organization, negotiating meaning, taking notes, skimming, consulting an outside source, highlighting and reading selectively. An even less frequent set consists of four strategies: critiquing the text and the author, using visual representations of text, previewing text before reading, and paraphrasing. The last set (including 6 strategies) includes the least frequently practiced: summarizing, generating questions,

analyzing, using prior knowledge, confirming or disconfirming predictions guesses or inferences, and grouping / classifying. Table 4.2 displays the 22 strategies (along with frequencies and percentages) that are explicitly practiced in the book.

Table 4.2

Strategies That Are Explicitly Practiced in the Book

Reading Strategies	Explicit Practice	
	F	%
Guessing meaning of unknown words and phrases	94	28.6
Drawing inferences	50	15.2
Identifying main ideas	41	12.5
Scanning	17	5.2
Making predictions	16	4.9
Paying attention to text structure and organization	15	4.6
Negotiating meaning	13	4.0
Taking notes	12	3.6
Skimming	12	3.6
Consulting an outside source	12	3.6
Highlighting	12	3.6
Reading selectively	9	2.7
Critiquing the text and the author	6	1.8
Using visual representations of text	5	1.5
Previewing text before reading	5	1.5
Paraphrasing	4	1.2
Summarizing	3	0.9
Generating questions	2	0.6
Analyzing	2	0.6
Using prior knowledge	1	0.3
Confirming or disconfirming predictions, guesses or inferences	1	0.3
Grouping / Classifying	1	0.3

Note: Frequencies indicate the number of exercise items in which the strategies are practiced explicitly. Percentages indicate percentage of occurrence out of 329 total exercise items.

Reading strategies that are addressed implicitly in the textbook. While many strategies were either explicitly explained and/or practiced in *www.dbe.off-line.readings2*, another set of strategies (five strategies) was determined to be implicitly explained in the introduction unit of the book. These strategies, for which

explanations do not include actual labels of the strategies, were determined to be implicitly explained strategies using the working definition of implicit strategies (explained in chapter 3). These five strategies are drawing inferences, making predictions, monitoring reading, guessing meaning of unknown words and phrases, and connecting information within and/or across texts. Table 4.3 displays these strategies and their rather small frequencies, the numbers referring to the times in which the strategies are explained without reference to the strategy itself in the book. Among these five strategies, there are three strategies that are also explained explicitly in the introductory unit of the book: drawing inferences, making predictions, and guessing meaning of unknown words and phrases. The other two strategies, monitoring reading and connecting information within and/or across texts, are only explained implicitly.

Table 4.3

Strategies That Are Implicitly Explained in the Book

Reading Strategies	Implicit Explanation F
Drawing inferences	3
Making predictions	1
Monitoring reading	1
Guessing meaning of unknown words and phrases	1
Connecting information within and/or across texts	1

Note: Frequencies indicate how many times the strategies are explained implicitly.

The majority of reading strategies on the researcher's 30-item strategy list are practiced implicitly in *www.dbe.off-line.readings2.* About 2,014 of the 2,343 exercise items in the book, that is, 78 % of all items, provide implicit practice for 22 strategies. Among the strategies that are implicitly practiced, the most frequent strategy is confirming or disconfirming predictions, guesses, or inferences. Other strategies that are frequently practiced implicitly are paying attention to text structure

and organization, rereading, analyzing, and reading selectively. A different set, less frequent, includes connecting information within and/or across texts, scanning, paraphrasing and drawing inferences. A smaller set includes using prior knowledge, monitoring reading, and guessing meaning of unknown words and phrases. Another strategy set, with lower frequencies, comprises identifying main ideas, critiquing the text and the author, grouping / classifying, highlighting, and making predictions. The five strategies that are least frequently practiced implicitly are skimming, previewing text before reading, taking notes, negotiating meaning, and using visual representations of text. Table 4.4 displays the 22 strategies that are implicitly practiced in the book with their frequencies and percentages.

Table 4.4

Strategies That Are Implicitly Practiced in the Book

Reading Strategies	Implicit Practice	
	F	%
Confirming or disconfirming predictions, guesses or inferences	327	16.2
Paying attention to text structure and organization	249	12.4
Rereading	238	11.8
Analyzing	211	10.5
Reading selectively	193	9.6
Connecting information within and/or across texts	158	7.8
Scanning	121	6.0
Paraphrasing	110	5.5
Drawing inferences	105	5.2
Using prior knowledge	87	4.3
Monitoring reading	76	3.8
Guessing meaning of unknown words and phrases	50	2.5
Identifying main ideas	19	0.9
Critiquing the text and the author	17	0.8
Grouping / Classifying	14	0.7
Highlighting	14	0.7
Making predictions	12	0.6

Table 4.4 cont'd		
Skimming	5	0.2
Previewing text before reading	3	0.1
Taking notes	2	0.09
Negotiating meaning	2	0.09
Using visual representations of text	1	0.04

Note: Frequencies indicate the number of exercise items in which the strategies are implicitly practiced. Percentages indicate percentage of occurrence out of 2,014 total exercise items.

Reading strategies that are not addressed in the textbook. The results of the evaluation of *www.dbe.off-line.readings2* reveal that four strategies out of 30 strategies on the researcher's list are not addressed at all, implicitly or explicitly, in the book. These include repairing miscomprehension, planning, self-evaluating, using non-target language, and visualizing/using imagery (see Table 4.5). Although the visualizing strategy is mentioned once in the introduction unit of the book, neither explicit nor implicit practice is provided.

Table 4.5

Reading Strategies That Are Not Addressed in the Book

Repairing miscomprehension
Planning
Self evaluating
Using non-target language
Visualizing / Using imagery

Other interesting patterns found in the book regarding implicit/explicit explanation and practice. When the results of the evaluation of reading strategies in *www.dbe.off-line.readings2* are analyzed, nine other strategy explanation/practice patterns emerge in the book. First, analyzing the findings in terms of the nine research-validated reading strategies reveals interesting patterns. As for explicit and/or implicit explanation, three strategies seem to be addressed more in the textbook than the others: paying attention to text structure and organization, drawing inferences, and making predictions (see Table 4.6). While the generating questions

strategy is explained explicitly twice, the other four strategies are explained only once in the introductory unit of the textbook: using prior knowledge, monitoring reading, using visual representations of text, and visualizing/using imagery. The summarizing strategy, on the other hand, is not explained at all in the textbook. As for practice opportunities, two of the research-validated strategies seem to be practiced much more than other seven strategies: paying attention to text structure and organization, and drawing inferences. Two strategies, specifically using prior knowledge and monitoring reading, are practiced mainly implicitly. The making predictions strategy is the only strategy that reveals an almost balanced number of exercise items that provide explicit and implicit practice opportunities. Three strategies — using visual representations of text, summarizing, and generating questions — are practiced in just a few exercise items, compared to the other strategies in the group of empirically-validated strategies. Only one strategy, the visualizing/using imagery strategy, is not practiced at all in the textbook.

Table 4.6

Coverage of Nine Empirically-Validated Reading Strategies in the Textbook

Empirically-validated Reading Strategies	EXPLANATION		PRACTICE	
	Explicit	Implicit	Explicit	Implicit
	F	F	F	F
Paying attention to text structure and organization	7	2	15	249
Drawing inferences	5	3	50	105
Using prior knowledge	1	-	1	87
Monitoring reading	1	-	-	76
Making predictions	3	1	16	12
Using visual representations of text	1	-	5	1
Summarizing	-	-	3	-
Generating questions	2	-	2	-
Visualizing/Using imagery	1	-	-	-

Note: Frequencies in the explanation columns indicate how many times the strategies are explicitly and implicitly explained. Numbers in the practice columns represent frequencies out of a total of 2,343 exercise items.

Second, four strategies are explained and practiced both explicitly and implicitly in the textbook. They include paying attention to text structure and organization, drawing inferences, guessing meaning of unknown words and phrases, and making predictions. Table 4.7 lists these strategies with their frequencies.

Table 4.7

Strategies That Are Explained and Practiced Both Explicitly and Implicitly

Reading Strategies	EXPLANATION		PRACTICE	
	Explicit	Implicit	Explicit	Implicit
	F	F	F	F
Paying attention to text structure and organization	7	2	15	249
Drawing inferences	5	3	50	105
Guessing meaning of unknown words and phrases	1	1	94	50
Making predictions	3	1	16	12

Note: Frequencies in the explanation columns indicate how many times the strategies are explicitly and implicitly explained. Numbers in the practice columns represent frequencies out of a total of 2,343 exercise items.

Third, eleven strategies are only explained explicitly but are practiced both explicitly and implicitly in the textbook. These strategies include confirming or disconfirming predictions, guesses, or inferences; analyzing; scanning; identifying main ideas; paraphrasing; critiquing the text and the author; highlighting; skimming; taking notes; previewing text before reading; and using visual representations of text. Table 4.8 lists these strategies with their frequencies.

Table 4.8

Strategies That Are Only Explained Explicitly but Practiced both Explicitly and Implicitly

Reading Strategies	EXPLANATION		PRACTICE	
	Explicit	Implicit	Explicit	Implicit
	F	F	F	F
Confirming or disconfirming predictions, guesses or inferences	2	-	1	327
Analyzing	5	-	2	211
Scanning	1	-	17	121
Paraphrasing	3	-	4	110
Using prior knowledge	1	-	1	87
Identifying main ideas	6	-	41	19
Highlighting	2	-	12	14
Critiquing the text and the author	4	-	6	17
Skimming	1	-	12	5
Taking notes	1	-	12	2
Previewing text before reading	1	-	5	3
Using visual representations of text	1	-	5	1

Note: Frequencies in the explanation columns indicate how many times the strategies are explicitly and implicitly explained. Numbers in the practice columns represent frequencies out of a total of 2,343 exercise items.

Fourth, two strategies are only explained and practiced implicitly in the textbook. These strategies are generating questions and consulting an outside source. Table 4.9 shows these two strategies with their frequencies.

Table 4.9

Strategies That Are Explained and Practiced Only Explicitly

Reading Strategies	EXPLANATION		PRACTICE	
	Explicit	Implicit	Explicit	Implicit
Generating questions	2	-	2	-
Consulting an outside source	1	-	12	-

Note: Frequencies in the explanation columns indicate how many times the strategies are explicitly explained. Numbers in the practice columns represent frequencies out of a total of 2,343 exercise items.

Fifth, two strategies do not have any explicit explanation or practice in the textbook. These strategies are monitoring reading and connecting information within and/or across texts. They are explained and practiced only implicitly. Table 4.10 shows these two strategies with their frequencies.

Table 4.10

Strategies That Are Explained and Practiced Only Implicitly

Reading Strategies	EXPLANATION		PRACTICE	
	Explicit	Implicit	Explicit	Implicit
Monitoring reading	-	1	-	76
Connecting information within and/or across texts	-	1	-	158

Note: Frequencies in the explanation columns indicate how many times the strategies are implicitly explained. Numbers in the practice columns represent frequencies out of a total of 2,343 exercise items.

Sixth, three strategies are not explained explicitly or implicitly although they are practiced explicitly and implicitly: reading selectively, negotiating meaning, and grouping / classifying. Table 4.11 shows these three strategies with their frequencies.

Table 4.11

Strategies That Are Not Explained but Practiced Explicitly and Implicitly

Reading Strategies	EXPLANATION		PRACTICE	
	Explicit	Implicit	Explicit	Implicit
Reading selectively	-	-	9	193
Negotiating meaning	-	-	13	2
Grouping / Classifying	-	-	1	14

Note: Numbers represent frequencies out of a total of 2,343 exercise items.

Seventh, two strategies are not explained in the textbook although they are practiced explicitly or implicitly. The rereading strategy is not explained explicitly or implicitly but it is practiced explicitly (see Table 4.4 for other implicitly practiced strategies). In fact, the rereading strategy is one of the most frequently practiced

strategies. Similarly, the summarizing strategy is practiced explicitly although it does not have any explicit or implicit explanation. It is one of the strategies that is explicitly practiced the least (see Table 4.2 for other explicitly practiced strategies). Table 4.12 shows these two strategies with their frequencies.

Table 4.12

Strategies That Are Not Explained but Practiced Either Explicitly or Implicitly

Reading Strategies	EXPLANATION		PRACTICE	
	Explicit	Implicit	Explicit	Implicit
Rereading	-	-	-	238
Summarizing	-	-	3	-

Note: Numbers represent frequencies out of a total of 2,343 exercise items.

Eighth, one strategy is not practiced explicitly or implicitly in the textbook although it is mentioned in the introductory unit. The visualizing/using imagery strategy is only explained once in the introductory unit; however, it is practiced neither explicitly nor implicitly in the rest of the book. Finally, when the results of the textbook evaluation are analyzed, another pattern emerges; it is seen that the relationships between explanation and practice are not balanced. That is, frequently explained strategies are not always the most frequently practiced. An analysis of this relationship reveals that two strategies, specifically paying attention to text structure and organization and analyzing, are frequently explained and frequently practiced. Three other frequently explained strategies, specifically identifying main ideas, making predictions, and critiquing the text and the author are practiced infrequently (see Table 4.13).

Table 4.13

Frequently Explained Strategies with Frequent and Infrequent Practice

Frequently explained strategies with frequent practice	• Paying attention to text structure and organization • Analyzing
Frequently explained strategies with infrequent practice	• Identifying main ideas • Making predictions • Critiquing the text and the author

Analysis of the Teachers' Perceptions of Reading Strategy Instruction Questionnaire

The Teachers' Perceptions of Reading Strategy Instruction Questionnaire was administered to teachers in the DBE, METU, who taught *www.dbe.offline-readings2* in intermediate-level classes. Fifty-six questionnaires were distributed and 44 of them were returned. The response rate was 77 %. To analyze the data obtained from the questionnaire, frequencies and percentages were determined for each questionnaire item. In addition, mean values and standard deviations were calculated by using SPSS (Version 10.0). The respondents chose answers on a 1-4 scale with 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree. The cut-off points were determined as follows:

1.00 - 2.29: Disagree

2.30 - 2.79: Neutral or indecisive

2.80 – 4.00: Agree

In this section, participants' perceptions of (a) reading strategy instruction and experience with *www.dbe.off-line.readings2*, (b) the textbook in general, (c) explicit reading strategy instruction in the textbook, and (d) reading strategy practice opportunities in the textbook are presented.

Participants' perceptions of reading strategy instruction and experience with the textbook. In the first part of the questionnaire, three questions were asked to the participants to gather information about (a) their familiarity with reading strategies, (b) their perceptions of the usefulness of reading strategy instruction for DBE students, and (c) their perceptions of the usefulness of in-service teacher training on reading strategy instruction. (See chapter 3 for other background information about the participants.)

The eighth question in the first part of the questionnaire required participants to assess their own degree of familiarity with the concept of reading strategies. As can be seen in Table 4.14, while 22 teachers ticked the "familiar" option, 21 teachers chose "very familiar." In other words, the vast majority (97.7 %) said that they were familiar or very familiar with the concept of reading strategies. Among 44 participants, only one of them said he or she was slightly familiar with reading strategies. None of the teachers indicated being totally unfamiliar with reading strategies.

Table 4.14

Participants' Self-Assessment of Familiarity with the Concept of Reading Strategies

	F	%
Slightly familiar	1	2.3
Familiar	22	50.0
Very familiar	21	47.7

Note. F = frequency.

Responses to the ninth question, about the usefulness of reading strategy training for DBE students, revealed that 22 teachers find reading strategy training "very useful" for DBE students, 19 teachers find it "useful," while only 3 teachers find strategy training slightly useful. As can be seen in Table 4.15, the majority of

teachers who completed the questionnaire think that reading strategy training is useful for DBE students.

Table 4.15

Usefulness of Reading Strategy Training for DBE Students

	F	%
Slightly useful	3	6.8
Useful	19	43.2
Very useful	22	50.0

Note. F = frequency.

The last question in Part I of the questionnaire was about how beneficial the teachers think in-service training on teaching reading strategies would be for DBE teachers. The majority (78.6 %) rated in-service training on teaching reading strategies either beneficial (N=18) or very beneficial (N=15). Only 1 teacher, among 44 teachers, said such in-service training would not be beneficial for DBE teachers, and 8 teachers said it would be slightly beneficial (see Table 4.16).

Table 4.16

Assessed Benefit of In-service Training on Reading Strategy Instruction

	F	%
Not beneficial	1	2.4
Slightly beneficial	8	19.0
Beneficial	18	42.9
Very beneficial	15	35.7

Note. F = frequency.

The responses to the last three questions about reading strategies and reading strategy instruction indicate that the majority of teachers report being familiar with reading strategies and believing that reading strategy training for both DBE students and themselves would be beneficial.

The questionnaire also revealed the percentage of textbook exercises that DBE teachers used. The majority of teachers (N=39) reported using 70-100 % of the

exercises in the book in class, while a minority (N=5) reported using 50-69 % of the exercises in the book in class (see Table 4.17).

Table 4.17

Percentage of Textbook Exercises that Participants Reported Using in Class

	Frequency	%
50-59%	4	9.1
60-69%	1	2.3
70-79%	10	22.7
80-89%	14	31.8
90-100%	15	34.1

Teachers' perceptions of the intermediate-level reading textbook. As described in the previous chapter, the second part of the questionnaire consisted of 6 items designed to answer the second research question regarding DBE teachers' perceptions of the reading strategy instruction in *www.dbe.offline-readings2.* More specifically, Part II aimed at determining teachers' perceptions of the appropriacy of the reading passages and textbook tasks for reading strategy instruction. As is shown in Table 4.18, the responses to the first question in Part II reveal that the majority of respondents find the reading passages in *www.dbe.off-line.readings2* appropriate for intermediate-level DBE students in terms of vocabulary. While 13 teachers (33.4 %) disagreed with the statement, 26 teachers (66.7 %) agreed.

Responses to the second question indicated that teachers have opposing views about whether the reading passages in *www.dbe.off-line.readings2* are appropriate for intermediate-level DBE students in terms of grammatical complexity. While 21 teachers (48.9 %) generally disagree, 22 teachers (51.2 %) agree that the book is at the right level for intermediate DBE students in terms of grammatical complexity.

The responses to the third question indicate a similar discrepancy. While approximately half of the DBE teachers (51.2 %) agrees that the reading passages in

www.dbe.off-line.readings2 are appropriate for intermediate-level DBE students' interests, the other half of the teachers disagrees. As for the fourth question, the results reveal that the majority of the teachers (74.5 %) think that intermediate-level DBE students do not have enough background information to make sense of the reading passages in *www.dbe.off-line.readings2*. The results of the fifth question show that more than half of the teachers (59.1 %) think that the reading tasks in *www.dbe.off-line.readings2* are too demanding for intermediate-level DBE students. At the same time, about 41 % felt that the reading tasks in the book are not too demanding for intermediate-level DBE students. The responses to the last question in Part II of the questionnaire indicate that most of the teachers think that *www.dbe.off-line.readings2* provides intermediate-level DBE students with realistic reading opportunities that are similar to those that they will encounter in future academic settings. While 12 teachers (28.5 %) disagreed with the statement, 30 teachers (71.4 %) agreed with it. (See Table 4.18 for a summary of findings.)

Table 4.18

Teachers' Perceptions of the Intermediate-level Reading Textbook

Questions	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Mean	Standard Deviation
(Q.1)	1 (2.6%)	12 (30.8%)	23 (59 %)	3 (7.7%)	2.72	.65
(Q.2)	3 (7.0%)	18 (41.9%)	19 (44.2%)	3 (7.0%)	2.51	.74
(Q.3)	0 (0.0%)	22 (51.2%)	19 (44.2%)	2 (4.7%)	2.54	.59
(Q.4)	10 (23.3%)	22 (51.2%)	8 (18.6%)	3 (7.0%)	2.09	.84
(Q.5)	12 (27.3%)	14 (31.8%)	17 (38.6%)	1 (2.3%)	2.16	.86
(Q.6)	4 (9.5%)	8 (19.0%)	25 (59.5%)	5 (11.9%)	2.74	.80

Note: Respondents choose answers on a 1-4 scale with 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree.
(Q.1) Appropriacy of the reading passages in the textbook in terms of vocabulary
(Q.2) Appropriacy of the reading passages in the textbook in terms of grammatical complexity.
(Q.3) Appropriacy of the reading passages in the textbook for DBE students' interests
(Q.4) Students' having enough background information to make sense of the reading passages
(Q.5) The reading tasks' being too demanding for DBE students.
(Q.6) Provision of realistic reading opportunities for DBE students.

In summary, the DBE teachers who have taught *www.dbe.off-line.readings2* in intermediate-level classes generally tend to think that the book is appropriate for intermediate-level DBE students in terms of vocabulary ($\underline{M} = 2.72$) and that the book provides intermediate-level DBE students with realistic reading opportunities that they will encounter in their future academic settings ($\underline{M} = 2.74$). The teachers mostly disagree that intermediate-level DBE students have enough background information to make sense of the reading passages in *www.dbe.off-line readings2* ($\underline{M} = 2.09$).

Similarly, DBE teachers generally disagree that the reading tasks in the book are sufficiently demanding but not too demanding for intermediate-level DBE students ($\underline{M}$ = 2.16). The teachers' responses do not show a strong tendency towards agreement or disagreement regarding the appropriateness of the book in terms of grammatical complexity ($\underline{M}$ = 2.51) and appropriateness of the book to students' interests ($\underline{M}$ = 2.54). Table 4.18 displays mean values and standard deviations for each questionnaire item.

Teachers' perceptions of explicit reading strategy instruction in the textbook. As described in the previous chapter, Part III of the questionnaire consisted of 30 items aimed at gathering data about DBE teachers' perceptions of explicit strategy instruction in the intermediate-level textbook. The focus was on the 30 reading strategies targeted in the study. To analyze the data obtained from this part of the questionnaire, the mean values and standard deviations for each item were determined using SPSS (Version 10.0).

When the mean values of participant responses given to the questions in Part III are analyzed (see Table 4.19), it is seen that the teachers generally agree that the book provides enough explicit instruction for the appropriate use of 14 reading strategies: guessing meaning of unknown words and phrases; skimming; scanning; identifying main ideas; drawing inferences; reading selectively; paraphrasing; making predictions; connecting information within/across texts; rereading; analyzing; confirming or disconfirming predictions, guesses or inferences; and paying attention to text structure and organization.

Table 4.19

Reading Strategies with Enough Explicit Instruction According to DBE Teachers

Reading Strategies	Mean	Standard Deviation
Guessing meaning of unknown words and phrases	3.30	.55
Scanning	3.21	.60
Skimming	3.18	.62
Previewing text before reading	3.17	.66
Making predictions	3.17	.66
Identifying main ideas	3.12	.50
Paraphrasing	3.12	.50
Reading selectively	2.96	.75
Rereading	2.96	.75
Drawing inferences	2.91	.65
Connecting information within/across texts	2.91	.65
Analyzing	2.89	.63
Paying attention to text structure and organization	2.89	.67
Confirming or disconfirming predictions, guesses, or inferences	2.86	.65

Note. Respondents choose answers on a 1-4 scale with 1= Strongly Disagree, 2= Disagree, 3= Agree, 4= Strongly Agree.

Although participants felt that 14 strategies received enough explicit instruction, the teachers generally disagree that the book provides enough explicit instruction for the appropriate use of the five reading strategies listed: using non-target language, repairing miscomprehension, taking notes, visualizing, and self evaluating. (See Table 4.20.)

Table 4.20

Reading Strategies with Insufficient Explicit Strategy Instruction According to DBE Teachers

Reading Strategies	Means	Standard Deviation
Using non-target language	2.29	.89
Repairing miscomprehension	2.28	.70
Taking notes	2.28	.80
Visualizing/Using imagery	2.24	.85
Self evaluating	2.24	.79

Note. Respondents choose answers on a 1-4 scale with 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree.

While DBE teachers agree that the textbook provides sufficient explicit instruction for 14 strategies, and insufficient explicit instruction for five strategies, they do not show a strong tendency towards agreeing or disagreeing about the 11 reading strategies. That is, some teachers feel that the book provides enough explicit instruction for the 11 strategies, while others feel that it does not. These 11 strategies are planning, grouping/classifying, using prior knowledge, using visual representations of text, generating questions, consulting an outside source, negotiating meaning, monitoring reading, highlighting, summarizing, and critiquing the text/the author (see Table 4.21).

Table 4.21

Reading Strategies About Which DBE Teachers have Conflicting Perceptions Regarding Sufficiency of Explicit Strategy Instruction

Reading Strategies	Means	Standard Deviation
Planning	2.70	.74
Grouping/Classifying	2.70	.77
Using prior knowledge	2.67	.82
Using visual representations of text	2.65	.81
Generating questions	2.64	.79
Consulting an outside source	2.60	.89
Negotiating meaning	2.57	.77
Monitoring reading	2.54	.83
Highlighting	2.52	.83
Summarizing	2.52	.80
Critiquing the text/the author	2.47	.77

Note. Respondents choose answers on a 1-4 scale with 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree.

Teachers' perceptions of reading strategy practice opportunities in the textbook. As described in the previous chapter, Part IV of the questionnaire aimed at gathering data about DBE teachers' perceptions of strategy practice opportunities for 30 reading strategies in the textbook. To analyze the data obtained from this part of

the questionnaire, mean values and standard deviations for each item were determined by using SPSS (Version 10.0).

When mean values of the items in Part IV are analyzed (see Table 4.22), it is seen that the teachers in DBE generally agree that 15 of the 30 strategies receive sufficient practice opportunities in the textbook. The majority of the teachers (with means between 2.90 and 3.33) think that the book provides enough practice for scanning, skimming, guessing meaning of unknown words and phrases, identifying main ideas, previewing text before reading, rereading, and drawing inferences. A considerable number of teachers (with means between 2.71 and 2.89) tend to think that the book provides enough practice for making predictions; confirming or disconfirming predictions, guesses, or inferences; analyzing; paraphrasing; reading selectively; connecting information within/across texts; using prior knowledge; paying attention to text structure and organization; and grouping/classifying.

Table 4.22

Reading Strategies with Sufficient Practice According to DBE Teachers

Reading Strategies	Mean	Standard Deviation
Scanning	3.33	.53
Skimming	3.21	.52
Guessing meaning of unknown words and phrases	3.12	.51
Identifying main ideas	3.12	.45
Previewing text before reading	3.10	.53
Rereading	2.96	.53
Drawing inferences	2.91	.73
Making predictions	2.88	.54
Confirming or disconfirming predictions, guesses or inferences	2.83	.85
Analyzing	2.83	.73
Paraphrasing	2.81	.60
Reading selectively	2.79	.72
Connecting information within/across texts	2.76	.66
Paying attention to text structure and organization	2.76	.76
Grouping/Classifying	2.71	.71

Note. Respondents choose answers on a 1-4 scale with 1= Strongly Disagree, 2= Disagree, 3= Agree, 4= Strongly Agree.

As Table 4.23 displays, the teachers in DBE generally think that *www.dbe.off-line readings2* does not provide intermediate-level DBE students with enough practice opportunities to learn to use five of the 30 reading strategies. These strategies are using non-target language, self evaluating, taking notes, critiquing the text/the author, and visualizing.

Table 4.23

Reading Strategies with Insufficient Practice According to DBE Teachers

Reading Strategies	Means	Standard Deviation
Using non-target language	2.22	.76
Self evaluating	2.21	.72
Taking notes	2.29	.84
Critiquing the text/the author	2.38	.80
Visualizing	2.38	.80

Note. Respondents choose answers on a 1-4 scale with 1= Strongly Disagree, 2= Disagree, 3= Agree, 4= Strongly Agree.

As Table 4.24 displays, the perceptions of DBE teachers differ about whether *www.dbe.off-line readings2* provides intermediate-level DBE students with enough practice opportunities to learn to use the 10 of the 30 reading strategies targeted for the study. The number of teachers who agree and disagree is about the same for these 10 strategies: using prior knowledge, using visual representations of text, negotiating meaning, highlighting, planning, consulting an outside source, summarizing, monitoring reading, generating questions and repairing miscomprehension. Therefore, DBE teachers have conflicting perceptions regarding the sufficiency of the practice opportunities for these 10 strategies in the textbook.

Table 4.24

Reading Strategies About Which DBE Teachers Have Conflicting Perceptions Regarding Sufficiency of Practice Opportunities

Reading Strategies	Means	Standard Deviation
Using prior knowledge	2.70	.86
Using visual representations of text	2.69	.68
Negotiating meaning	2.68	.72
Highlighting	2.60	.63
Planning	2.60	.67
Consulting an outside source	2.56	.84
Summarizing	2.55	.83
Monitoring reading	2.52	.97
Generating questions	2.51	.80
Repairing miscomprehension	2.45	.92

Note. Respondents choose answers on a 1-4 scale with 1= Strongly Disagree, 2= Disagree, 3= Agree, 4= Strongly Agree.

Teachers' perceptions regarding provision of sufficient explicit strategy instruction and practice opportunities for nine empirically-validated reading strategies. The data obtained from the questionnaire were also analyzed to determine DBE teachers' perceptions of explicit strategy instruction and practice opportunities for the nine empirically-validated reading strategies that were represented in the set of 30. Participants think that the textbook provides sufficient explicit instruction for three of the nine strategies: making predictions, drawing inferences, and paying attention to text structure and organization. As for five empirically-validated strategies — using prior knowledge, using visual representations of text, generating questions, monitoring reading, and summarizing — DBE teachers have conflicting perceptions. While some teachers think the book provides enough explicit instruction for these five strategies, others think the opposite. The participants think that the book does not provide sufficient explicit instruction for the visualizing/using imagery strategy. (See Table 4.25).

Table 4.25

DBE Teachers' Perceptions Regarding Provision of Sufficient Explicit Strategy Instruction for Nine Empirically-Validated Reading Strategies

Empirically-validated Reading Strategies	Explicit Strategy Instruction	
	M	SD
Making predictions	3.17	.66
Drawing inferences	2.91	.65
Paying attention to text structure and organization	2.89	.67
Using prior knowledge	2.67	.82
Using visual representations of text	2.65	.81
Generating questions	2.64	.79
Monitoring reading	2.54	.83
Summarizing	2.52	.80
Visualizing/Using imagery	2.24	.85

DBE teachers have similar perceptions towards practice opportunities for the nine empirically-validated reading strategies. They think that the textbook provides sufficient practice opportunities for three of the research-validated nine strategies: drawing inferences, making predictions, and paying attention to text structure and organization. The participants again reported conflicting perceptions about the same five strategies: using prior knowledge, using visual representations of text, generating questions, monitoring reading, and summarizing. While some teachers think the book provides sufficient practice for these five strategies, others think the practice opportunities for these five strategies are not enough. The participants again think that the practice opportunities provided in the textbook for the visualizing/using imagery strategy is not sufficient.

Table 4.26

DBE Teachers' Perceptions Regarding Provision of Sufficient Practice Opportunities for Nine Empirically-Validated Reading Strategies

Empirically-validated Reading Strategies	Practice Opportunities	
	M	SD
Drawing inferences	2.91	.73
Making predictions	2.88	.54
Paying attention to text structure and organization	2.76	.76
Using prior knowledge	2.70	.86
Using visual representations of text	2.69	.68
Summarizing	2.55	.83
Monitoring reading	2.52	.97
Generating questions	2.51	.80
Visualizing/Using imagery	2.38	.80

Conclusion

In this data analysis chapter, the results of both the evaluation of the book and the questionnaire were presented. The book evaluation was analyzed quantitatively and frequencies and percentages were calculated. The questionnaire was also analyzed quantitatively by determining frequencies, percentages, means, and standard deviations through SPSS (Version 10.0).

The analysis of the evaluation of *www.dbe.off-line.readings2* revealed that 26 of the strategies targeted in the researcher's 30-item strategy list are dealt with differently in the book. Four strategies are both explained and practiced explicitly and implicitly (see Table 4.7). Eleven strategies are explained explicitly and practiced both explicitly and implicitly (see Table 4.8). Two strategies are explained and practiced only explicitly (see Table 4.9). Two strategies are explained and practiced only implicitly (see Table 4.10). Three strategies are not explained at all but are practiced explicitly and implicitly (see Table 4.11). One strategy (rereading) is only practiced explicitly and one strategy (summarizing) is only practiced

implicitly. Four of the 30 strategies targeted for analysis are not addressed at all in the book (see Table 4.5). As for the nine research-validated strategies that are the part of set of 30 strategies, different patterns were found in terms of explicit/implicit strategy instruction in the textbook (see Table 4.6).

The results of the questionnaire revealed that the majority of the teachers working in the DBE, METU, are familiar with reading strategies and they think that reading strategies instruction would be useful for DBE students and that in-service teacher training on such instruction would be beneficial for DBE teachers. The results of the questionnaire indicated that the DBE teachers generally think that *www.dbe.off-line.readings2* is appropriate for intermediate-level DBE students in terms of vocabulary. They also believe that the book provides students with realistic reading opportunities, like those they will encounter in their future academic settings. The teachers mostly believe that intermediate-level DBE students do not have enough background information to make sense of the reading passages in the book. Moreover, they believe that the reading tasks are too demanding for the students. DBE teachers have different opinions regarding the appropriateness of the book in terms of grammatical complexity and appropriateness of the book to students' interests.

In regards to explicit reading strategy instruction in the book, the teachers think the book provides enough explicit instruction for 14 of the 30 strategies under examination (see Table 4.19). They also think that five of 30 strategies are not addressed explicitly in the book (see Table 4.20). However, they have different opinions about 11 strategies. While some think that there is enough explicit instruction for these 11 strategies, others do not agree (see Table 4.21).

In regards to practice opportunities for strategies in the book, the fourth part of the questionnaire revealed that the teachers think the book provides enough practice opportunities for 15 of the 30 strategies targeted for examination in this study (see Table 4.22). They also think five of the 30 strategies do not receive sufficient practice opportunities in the book (see Table 4.23). However, they have mixed opinions about 10 strategies. While some think that there is enough explicit instruction for 10 strategies, others do not agree (see Table 4.24). As for the nine research-validated strategies, DBE teachers think that three of these strategies are given sufficient practice opportunities in the book. They have conflicting perceptions about five of the strategies and they think the textbook does not provide enough practice opportunities for one strategy (see Table 4.26).

In the next chapter, the findings of the first part and second part of the study will be discussed and the findings of the textbook evaluation and teachers' perceptions will be compared and contrasted. Then, the limitations of the study, pedagogical implications, and suggestions for further research will be discussed.

CHAPTER 5: CONCLUSION

Introduction

The first part of this descriptive study aimed at evaluating the EFL reading textbook entitled *www.dbe.off-line.readings2* to determine the extent to which the reading strategies that are mentioned frequently in the literature are addressed in the book. The evaluation was done by the researcher using the Textbook Evaluation Instrument and the Reference Sheet originally designed for the study. The second part of the study investigated the perceptions of 44 teachers in the Department of Basic English (DBE), Middle East Technical University (METU), of the reading strategy instruction in the book.

In the data analysis, quantitative techniques were used. In the first part of the study the evaluation of the textbook was analyzed quantitatively by calculating frequencies and percentages. In the second part of the study, the questionnaire was also analyzed quantitatively by calculating means and standard deviations for each item through SPSS.

Discussion of Findings

In this part, the findings obtained from the two parts of the study will be discussed in three main groups. First, the findings of the textbook evaluation will be discussed. Second, the findings of the questionnaire will be discussed. Finally, the findings of the textbook evaluation and the questionnaire will be compared.

Textbook Evaluation

In order to interpret the findings of the first part of the study (i.e., the evaluation of the textbook), the 30 reading strategies targeted for this study are divided into two groups: (a) nine reading strategies that are empirically validated (identified in Table

5.1) and (b) 21 reading strategies that are mentioned in the literature. The 30 strategies include 10 of the 12 strategies explicitly targeted by the authors of the textbook. As part of this analysis, the group of 10 strategies is used to interpret the data.

Nine empirically-validated reading strategies. The analysis of data related to the nine research-validated reading strategies in terms of explicit instruction (i.e., explicit explanation and practice) revealed that eight of these strategies are explained and/or practiced explicitly in the textbook. As for explicit explanation, the most frequently explained strategies of the nine strategies in the introductory unit of the textbook are paying attention to text structure and organization, drawing inferences, and making predictions (See Table 5.1 for the frequencies of strategies); these three strategies are explicitly explained more than four times. The drawing inferences and making predictions strategies are among the 10 explicitly targeted strategies in the introductory unit of the book (see Table 5.2 for the frequencies of these strategies). The generating questions strategy is explicitly explained twice. Three other strategies from the group of nine — using prior knowledge, using visual representations of text, and visualizing/using imagery — are explicitly explained once in the textbook introduction, while the summarizing strategy is not explained at all.

As for explicit practice, seven of the nine empirically-validated strategies are connected to explicit practice opportunities throughout the book. The most frequently explicitly practiced empirically-validated strategies are again paying attention to text structure and organization, drawing inferences, and making predictions, whose frequencies range from 16 to 50 opportunities. The textbook provides a number of opportunities for drawing inferences and making predictions, two explicitly targeted

strategies in its introductory unit (see Table 5.2). Four empirically-validated strategies are practiced explicitly a few times: using visual representations of text, summarizing, generating questions, using prior knowledge. Two strategies — monitoring reading and visualizing — are not explicitly practiced at all. (See Table 5.1 for the frequencies of the strategies).

Regardless of how often they are explicitly explained and practiced in the book, none of these nine strategies are explained in detail in the book; they are generally mentioned to be useful in reading. Since there is empirical evidence that these strategies improve comprehension and recall of text (Dole, Duffy, Roehler, & Pearson, 1991; Duke & Pearson, 2002; Pressley, 2002; Pressley & Block, 2001; Pressley, Johnson, Symons, McGoldrick, & Kurita, 1989; Trabasso & Bouchard, 2001), it might be useful to provide detailed explanations and scaffolding exercises for these strategies. The four strategies that are explicitly explained only once — using prior knowledge, monitoring reading, using visual representations of text, and visualizing/using imagery — and the one strategy that is not explained at all — summarizing — should possibly be supplemented either in new editions of the textbook or in supplementary reading materials created to enhance reading instruction. These changes and supplementation may contribute to the explicit strategy instruction in the textbook and overall curriculum.

When the findings of the textbook evaluation are analyzed in terms of implicit instruction (i.e., implicit explanation and practice), different patterns were found with the empirically-validated strategies. Four of the nine empirically-validated strategies are implicitly explained: paying attention to text structure and organization, drawing inferences, monitoring reading, and making predictions. As for implicit practice

opportunities in a total of 2,343 exercise items, one of the nine strategies — paying attention to text structure and organization — is implicitly practiced the most (in 249 exercise items). Three strategies are implicitly practiced in nearly 100 exercise items: drawing inferences, using prior knowledge, and monitoring reading. The making predictions strategy is practiced implicitly much less than the other strategies (in 12 exercise items) throughout the textbook. Using visual representations of text is implicitly practiced even less (i.e., in only one exercise item); three strategies — summarizing, generating questions, and visualizing/using imagery — are not implicitly practiced at all in the textbook.

Table 5.1

Explicit/Implicit Explanation and Practice in the Textbook for the Nine Empirically-Validated Strategies

Empirically-validated Reading Strategies	Explanation		Practice	
	Explicit	Implicit	Explicit	Implicit
	F	F	F	F
• Paying attention to text structure and organization	7	2	15	249
• Drawing inferences	5	3	50	105
• Using prior knowledge	1	-	1	87
• Monitoring reading	-	1	-	76
• Making predictions	3	1	16	12
• Using visual representations of text	1	-	5	1
• Summarizing	-	-	3	-
• Generating questions	2	-	2	-
• Visualizing/Using imagery	1	-	-	-

Note: Frequencies in the explanation columns indicate how many times the strategies are explicitly explained. Numbers in the practice columns represent frequencies out of a total of 2,343 exercise items.

Table 5.2

Explicit/Implicit Explanation and Practice for the 10 Strategies Explicitly Targeted in the Textbook

Reading Strategies That Are Explicitly Targeted in the Textbook	Explanation		Practice	
	Explicit	Implicit	Explicit	Implicit
	F	F	F	F
• Analyzing	5	-	2	211
• Drawing inferences*	5	3	50	105
• Guessing meaning of unknown words and phrases	1	1	94	50
• Scanning	1	-	17	121
• Paraphrasing	3	-	4	110
• Identifying main ideas	6	-	41	19
• Making predicting*	3	1	16	12
• Critiquing the text and the author	4	-	6	17
• Skimming	1	-	12	5
• Previewing text before reading	1	-	5	3

Note: Frequencies in the explanation column indicate how many times the strategies are explicitly explained. Numbers in the practice column represent frequencies out of a total of 2,343 exercise items. * indicates the empirically-validated strategies.

It is difficult to interpret the data because there is no magical number in the literature that suggests how much explanation and practice is needed with these nine strategies to help DBE students to become strategic readers. However, the literature suggests that supplementing these research-proven strategies, especially those that have little implicit and explicit practice in the textbook, might be very useful for DBE students for the following reasons:

- Reading skills are automatic information-processing techniques that readers apply to texts unconsciously due to expertise and repeated practice (Paris, Wasik, & Turner, 1991).
- Most recent models of reading strategy instruction include extensive recycling and practice (W. Grabe, personal communication, July 8, 2003) because the internalization of reading strategies involves long-term practice (Pressley,

2002). There are no shortcuts to teaching reading strategies; therefore, developing strategic readers requires a lot of effort on the part of teachers and students over a considerable amount of time (Grabe & Stoller, 2002; Sinatra, Brown, & Reynolds, 2001). Developing L2 students as strategic readers may take several years (Beard El-Dinary, Pressley, & Schuder, 1992, as cited in Janzen, 1996).

- In most recent models of reading strategy instruction, the aim is to release responsibility to students gradually through guided practice to help them become autonomous strategic readers (Anderson, 1999; Duke & Pearson, 2002; Pressley, 2001; Vacca, 2002; Whitehead, 1994).

Based on these claims, it appears to be a good idea to supplement the textbook with additional strategy training. Special attention should be given to the monitoring strategy because it is only practiced implicitly in the textbook and the other four strategies are practiced less than seven times in 2,343 exercise items in the textbook (i.e., generating questions, summarizing, using visual representations of text, and visualizing/using imagery). These strategies receive little attention in the book most probably due to the fact that they are not among the 12 strategies explicitly targeted in the textbook (see Table 5. 2). Because the five neglected strategies are said to improve reading and study skills, they can be included in the targeted strategies in the reading curriculum or in the future editions of the textbook. Table 5.3 displays the benefits of these five strategies with reference to relevant literature.

Table 5.3

Benefits of Five Empirically-Validated Reading Strategies That Are Underrepresented in the Textbook

Strategies	Benefits
Generating questions	• Generating questions improves students' inferences while reading and their performance on inferential test questions (Pressley, 2002; Pressley, Johnson, Symons, McGoldrick, & Kurita, 1989). • Students can use the questions they write in the margin of a text to review and prepare for exams later (Grant, 1994). • Generating questions during reading benefits readers in improving memory, answering questions accurately, and integrating and identifying main ideas better (Rosenshine et al., 1996, as cited in Trabasso & Bouchard, 2001). • Asking questions while reading helps readers to actively monitor and evaluate their comprehension (Janzen, 1996; Shih, 1992). • Self-questioning can motivate readers by arousing interest and directing their attention especially while reading a long or uninteresting passages (Balajthy, 1984, as cited in Shih, 1992).
Monitoring reading	• Monitoring reading increases readers' metacognitive awareness during reading. Therefore, readers become more aware of their reading behavior, reading pace, comprehension and so on (Pressley, 2002; Young, 1993). • Students trained on monitoring comprehension became better at detecting text inconsistencies, memorizing texts, and standardized reading comprehension tests (Trabasso & Bouchard, 2001). • To monitor comprehension, readers make use of other strategies such as self-questioning, annotating, underlining, reviewing mentally the content of the text, and using oral summarization to actively interact with text (Shih, 1992). • "Monitoring comprehension constitutes a cluster of essential skills that underlie successful reading" (Casanave, 1988, p.283) Monitoring comprehension activities require students to involve actively with reading matter continuously. Such activities also provide students with language, concepts and strategies that may help them to repair miscomprehension (Casanave, 1988).

Table 5.3 (cont'd)

Summarizing	• Writing summaries enable readers to check and improve their comprehension of a text (Gulef, Sokolik, & Lowther, 2000; Pressley, 2002). • Summarizing helps readers understand the main ideas in a text (Anderson, 1999). • Summarizing improves students' memory for text in terms of both free recall and answering questions (Trabasso & Bouchard, 2001). It also facilitates free recall of expository text (Pressley, Johnson, Symons, McGoldrick, & Kurita, 1989, p.22). • Summarizing helps students to organize and condense information to remember for a test or ideas to apply to an oral presentation or written assignment. It, in particular, helps students to prepare for tests including essay questions that will require them to organize a great deal of information concisely in new ways (Shih, 1992). • Verbally summarizing reading passages is a useful way of checking comprehension (Ryall, 2000).
Using visual representations of texts	• Graphic organizers and outlines are fundamental to skilled thinking because they provide information and opportunities for analysis that reading alone and linear outlining cannot provide. They foster nonlinear thinking. For instance, they can provide students with in-depth processing and rich contextual associations since they can be read left to right and top to bottom. A good graphic organizer can also show at a glance the main ideas in a text and the relations, which allows a holistic understanding that words alone cannot convey. These opportunities can be especially beneficial to low-achieving students. In addition, fill in graphic organizers while reading can help students to find important ideas and details and detect missing information and unexplained relations. Moreover, constructing and analyzing a graphic organizer gives students a chance to involve in processing a text actively. (Jones, Pierce & Hunters, 1988-1989). • Graphic representations provide students with input in two modes: visual and verbal (Paivio, 1971, as cited in Jones, Pierce & Hunters, 1988-1989).

Table 5.3 (cont'd)

	• Training students on graphic organizers help them to write well-organized summaries. Graphic organizers also help students to understand the text better in content areas such as science and social studies (Trabasso & Bouchard, 2001).Semantic maps provide students with a tool to visualize and remember important ideas and how they relate to each other in a text. They improve students' comprehension and remembering of the text. Therefore, visual representations of text can be used as a study guide for test preparation to improve students' achievement (Fellag, 200; Shih, 1992; Trabasso & Bouchard, 2001). • "Graphic representations are important because they help the learner to comprehend, summarize, and synthesize complex ideas in ways that, in many instances, surpass verbal statements" (Van Pattern et al., 1986, as cited in Jones, Pierce & Hunters, 1988-1989). • Students who were trained to prepare semantic maps before and after reading became significantly more successful on open-ended short-answer comprehension questions than students who had not received any training on semantic maps (Shih, 1992). • Visual representations help readers comprehend, organize, and remember what they read. "The text is verbal, abstract, and eminently forgettable; by contrast, the flowchart is visual, concrete, and arguably more memorable… the point about visual representations is that they are *re*-presentations; literally, they allow us to present information *again*. It is through that active, transformative process that knowledge, comprehension, and memory form a synergistic relationship – whatever improves one of these elements also improves others" (Duke & Pearson, 2002, p. 219).
Visualizing/using imagery	• Using imagery is a way readers check if the information they read makes sense (Chamot, Barnhardt, El-Dinary, & Robbins, 1999). • Imaginary training helps readers to detect text inconsistencies (Pressley, Johnson, Symons, McGoldrick, & Kurita, 1989; Trabasso & Bouchard, 2001). • Picturing scenes in the mind or creating mental links with images help readers remember and understand the information they read (Anderson, 1999).

Table 5.3 (cont'd)

	• Mnemonic imagery helps readers in learning about unfamiliar concepts in a text. Moreover, it increases associations between keyword elements and other information in a text (Pressley, Johnson, Symons, McGoldrick, & Kurita, 1989). • Visualizing objects, people, places, and situations that an author describes in a passage can increase readers' comprehension, appreciation, and enjoyment of the passage (Ryall, 2000).

Twenty-one reading strategies that are mentioned in the literature. In addition to the nine empirically-validated strategies targeted for investigation, 21 other reading strategies, mentioned in the literature, were investigated as part of the textbook analysis (see Table 5.4 for the list of these strategies). As for explicit explanation, three of these strategies stand out because they receive the most explicit explanation in the textbook: identifying main ideas, analyzing, and critiquing the text and the author. These three strategies are explicitly targeted by the authors of the book. The strategies that are not explicitly explained in the book are planning, repairing miscomprehension, using non-target language, self evaluating, grouping/classifying, negotiating meaning, reading selectively, and rereading. As for explicit practice, the most frequently explicitly practiced strategy is guessing meaning of unknown words and phrases, which is a targeted strategy in the introductory unit of the book. Then comes the identifying main ideas strategy, which is also among the 12 explicitly targeted reading strategies in the textbook. The three strategies for which the book provides the fewest explicit practice opportunities are analyzing; confirming or disconfirming predictions, guesses or inferences; and grouping/classifying. Seven of the 21 strategies mentioned in the literature are not

explicitly practiced in the textbook. These strategies are rereading, connecting information within and/or across texts, self evaluating, using non-target language, repairing miscomprehension, and planning. (See Table 5.3.)

Analysis of the textbook evaluation in terms of implicit strategy instruction revealed that few of the 21 strategies are explained implicitly, while most of them are practiced implicitly in the 2,343 exercise items (see Table 5.4). The two strategies that are implicitly explained in the introductory unit of the book are guessing meaning of unknown words and phrases and connecting information within and/or across texts, which are among the 12 strategies targeted in the introduction of the textbook. As for implicit practice, the textbook provides the most implicit practice opportunities (i.e., in more than 300 exercise items) for the confirming or disconfirming predictions, guesses, or inferences strategy. This may be the most frequent strategy due to the fact that the researcher decided to combine three strategies (i.e., making predictions, guessing meaning of unknown words and phrases, and drawing inferences) into one. Two other frequently implicitly practiced strategies are rereading and analyzing. The strategies that receive the fewest implicit practice opportunities are taking notes, negotiating meaning, and using visual representations of text. Four of the 21 reading strategies are not provided with either explicit or implicit practice opportunities in the textbook: planning, repairing miscomprehension, using non-target language, and self evaluating. These strategies are also not targeted by the authors of the book.

Table 5.4

Explicit/Implicit Explanation and Practice in the Textbook for 21 Reading Strategies Used by Good Readers

Twenty One Strategies That Are Used by Good Readers*	Explanation		Practice	
	Explicit	Implicit	Explicit	Implicit
	F	F	F	F
• Confirming or disconfirming predictions, guesses or inferences	2	-	1	327
• Rereading	-	-	-	238
• Analyzing**	5	-	2	211
• Reading selectively	-	-	9	193
• Connecting information within and/or across texts	-	1	-	158
• Guessing meaning of unknown words and phrases**	1	1	94	50
• Scanning**	1	-	17	121
• Paraphrasing**	3	-	4	110
• Identifying main ideas**	6	-	41	19
• Highlighting	2	-	12	14
• Critiquing the text and the author **	4	-	6	17
• Skimming**	1	-	12	5
• Negotiating meaning	-	-	13	2
• Grouping/Classifying	-	-	1	14
• Taking notes	1	-	12	2
• Consulting an outside source	1	-	12	-
• Previewing text before reading**	1	-	5	3
• Self evaluating	-	-	-	-
• Using non-target language	-	-	-	-
• Repairing miscomprehension	-	-	-	-
• Planning	-	-	-	-

Note: Frequencies in the explanation columns indicate how many times the strategies are explicitly explained. Numbers in the practice columns represent frequencies out of a total of 2,343 exercise items.

* strategies listed here have not been empirically-validated (cf Table 5.1).

** indicates strategies that are explicitly targeted by the authors of the textbook.

Eight of the 21 strategies listed in Table 5.4 are explicitly targeted by the authors of the textbook. Among these eight strategies (indicated with ** in Table 5.4), four strategies are provided with the largest number of explicitly and implicit practice opportunities in the 2,343 exercise items in the book (ranging from 114 to 213): analyzing, guessing meaning of unknown words and phrases, scanning, and paraphrasing. Three of the eight strategies are practiced less frequently (17-60

exercise items) throughout the book. The previewing text before reading strategy is practiced the least (in only 8 exercise items), although it is one of the explicitly targeted strategies in the textbook. Since these strategies are targeted by the authors and explicitly stated in the introductory unit of the book, it might be possible to evaluate the overall strategy training experience of DBE students using the textbook in relation to these eight strategies. For instance, the question of whether eight practice opportunities in the whole book are sufficient for training students to use the previewing text before reading strategy needs to be answered in subsequent research. An analysis of the textbook evaluation also revealed that relationships between explanation and practice are not equal in the book. That is, frequently explained strategies are not always the most frequently practiced. Two of the 21 strategies — specifically identifying main ideas, making predictions and critiquing the text and the author — are frequently explained, but they are practiced less compared to other strategies. Since these strategies are also targeted by the authors of the book, it appears to be a good idea to supplement training with more practice opportunities for these strategies.

The strategies with little or no practice opportunities in the textbook should be reconsidered and if they are found useful for DBE students, they may also be supplemented in the reading curriculum. Among these neglected strategies, six strategies are mentioned in the literature as beneficial: planning, repairing miscomprehension, self-evaluating, highlighting, previewing text before reading, and taking notes. They improve students' reading skills and help them become strategic readers. Table 5.5 displays the benefits of these six strategies, with reference to the relevant literature.

Table 5.5

Benefits of Six Reading Strategies Underrepresented in the Textbook

Strategies	Benefits
Planning	• Planning and setting a purpose for reading give readers direction and allow them to plan appropriate and effective strategies (Chamot, Barnhardt, El-Dinary & Robbins, 1999). • Formulating and implementing a task-specific study plan with monitoring and evaluation of one's content knowledge and study process lead to better performance on tests and other major assignments. Planning can enable students to gain metacognitive control over their academic assignments (Shih, 1992).
Repairing miscomprehension	• Awareness of comprehension problems can lead to necessary shifts in reading strategies. When readers sense that something is missing from their understanding, this can motivate additional reading of the text to flesh out their understanding (Pressley, 2002). • Awareness from monitoring problems may help readers activate necessary fix-up strategies such as rereading and looking ahead for clarification to resolve comprehension difficulties (Baker, 2001; Pressley, 2001).
Self-evaluating	• "The processes of evaluation and regulation consistently inform one another when reading is working" (Afflerbach, 2001, p. 98). • Self evaluating help readers to identify their strengths and weaknesses so that they can do better the next time. Evaluating strategy use helps readers decide when certain strategies work best for them and help them choose appropriate strategies in the future (Chamot, Barnhardt, El-Dinary, & Robbins, 1999).
Highlighting	• Highlighting enables readers to encode mechanisms while they read by helping them to focus their attention on selected points. It provides readers with external storage mechanisms for later review. Highlighting relevant important points increases comprehension. Highlighting higher level, superordinate sentences results in better recall of both highlighted and nonhighlighted material (Shih, 1992).

Table 5.5 (cont'd)

Previewing text before reading	• Previewing familiarizes readers with basic content and organization of a text, thereby facilitating the process of in-dept comprehension and recall of information. Previewing helps readers to activate relevant background knowledge. After readers activate their thinking and bring into their minds what they already know about the subject with previewing, they can integrate new information into their existing knowledge more easily. In addition, previewing assists readers to derive the microstructure of the text independently. It helps readers to determine the important topics and subtopics in a text. Therefore, it makes reading easier since readers know the direction of the discussion and important concepts (Shih, 1992). • Previewing brings up questions into the readers' minds, so reading with these questions in mind help readers focus on the author's main ideas in the text (Ediger & Pavlik, 1999).
Taking notes	• Taking notes or annotating are excellent ways to monitor comprehension because they enable readers to interact with the text actively. For instance, readers can mark confusing passages with question marks and seek clarification later. Taking notes provide students with an external record for future review. Annotating enables readers to encode mechanisms while they read by helping them to focus their attention on selected points (Shih, 1992). • By taking notes, readers can keep track of important information in the text and check comprehension of the text (Gulef, Sokolik, & Lowther, 2000). • While taking notes and stating the information in their own words in short phrases, readers process text at a deeper level. Learning alternative formats for note-taking (e.g., structured note-taking) can help students to choose formats that are most suitable to specific tasks and their personal learning styles. In addition, taking notes helps students to summarize a text more easily. For instance, they can write summary words and phrases in the left margin and reaction notes (e.g., surprise, disagreement or agreement) in the right margin. In this way, marginal notes can create a more meaningful written record for later review than highlighting (Shih, 1992). • Taking notes helps readers to identify and remember information that is important to them (Ryall, 2000).

Teachers' Perceptions of Reading Strategy Instruction in the Textbook

To interpret the data obtained from the questionnaire, DBE teachers' general perceptions about the book are examined and DBE teachers' perceptions of the strategy instruction for the 30 strategies targeted for the study are compared with the results of textbook evaluation.

Teachers' perceptions of www.dbe.off-line.readings2 in general. In response to the second research question, which was related to the DBE teachers' perceptions of reading strategy instruction in *www.dbe.off-line.readings2,* findings indicate that DBE teachers generally tend to think that the book is appropriate for intermediate-level DBE students in terms of vocabulary. The 44 teachers also think that the book provides intermediate-level DBE students with realistic reading opportunities that they will encounter in their future academic settings. Therefore, according to the teachers, the book fulfills two of the criteria mentioned in the literature related to determining appropriate materials for strategy training. As mentioned in Chapter 2, materials should be appropriate to the students' instructional level and learning needs. Materials should not be (too) difficult or demanding in terms of vocabulary load (Duke & Pearson, 2002; Janzen & Stoller, 1998; Sinatra, Brown & Reynolds, 2001; Whitehead, 1994).

However, the 44 teachers mostly disagree that intermediate-level DBE students have enough background information to make sense of the reading passages in *www.dbe.off-line readings 2.* Since materials should not be (too) difficult or demanding in terms of background knowledge in teaching reading strategies (Duke & Pearson, 2002; Jansen & Stoller, 1998; Sinatra, Brown & Reynolds, 2001; Whitehead, 1994), DBE students need to be provided with more background information related to the unit topics in the book. In addition, DBE teachers think

that the reading tasks in the book are too demanding for the students. Tasks that are too demanding may impede strategy training because they will cause students to use most of their cognitive load on completing the task (Sinatra, Brown & Reynolds, 2001). The tasks that are too demanding for DBE intermediate-level students may be determined and changed in order to allocate more cognitive space for strategy training. However, they should not be simplified too much; otherwise, students may not need to use strategies. Therefore, the reading passages should be demanding enough so that there is a need to use reading strategies.

What is interesting is that the teachers' responses show different opinions on the appropriateness of the book in terms of grammatical complexity. While half of the teachers think that the grammar of the passages in the book is not appropriate for DBE intermediate-level students, the other half thinks that it is appropriate. This is an important finding. After determining the reasons for teachers' disagreement on this issue, the grammatical complexity should be adjusted so that the texts in the book do not cause frustration (Janzen & Stoller, 1998). Similarly, teachers cannot agree on the appropriateness of the reading passages in the textbook to DBE students' interests. It may be useful to determine the reasons behind DBE teachers' varying opinions about this issue through questionnaires, interviews, or meetings. The teachers' different perceptions may result from the differences in their ideas about academic reading; or some may feel that DBE students are only interested in reading about their disciplines, while others think students are more interested in cultural issues. In addition, data about students' opinions about reading passages in the textbook can be obtained and then the unit topics that do not interest students can be replaced with other topics that will motivate them more.

Comparison of DBE teachers' perceptions of reading strategy instruction in the textbook with the results of textbook evaluation. The findings related to DBE teachers' perceptions of the provision of sufficient explicit instruction and practice opportunities in *www.dbe.off-line.readings2* will be discussed in light of the findings of the textbook evaluation carried out by the researcher. As for the provision of enough explicit instruction for strategies, the results of the questionnaire indicated that DBE teachers think that the book provides enough explicit strategy instruction for 14 of the 30 strategies (see Table 5.6 for the list of these strategies). The textbook evaluation indicates that the book provides the most explicit instruction for six of these 14 strategies: guessing meaning of unknown words and phrases, drawing inferences, identifying main ideas, paying attention to text structure and organization, making predictions, and scanning (See Table 5.6 for the frequencies of these strategies). However, five of these 14 strategies receive much less explicit instruction in terms of explanation and practice according to the analysis of the textbook when compared to the first group of strategies. These strategies are analyzing; paraphrasing; previewing text before reading; confirming or disconfirming predictions, guesses, or inferences; and reading selectively (see Table 5.6). Two of the 14 strategies that are perceived to receive sufficient explicitly instruction by DBE teachers are neither explicitly explained nor practiced according to the textbook evaluation: rereading and connecting information within/across texts. This difference may have resulted from the fact that the teachers were not informed about the criteria used by the researcher pertaining to "explicit" and "implicit" strategy instruction

Table 5.6

Comparison of the Results of the Questionnaire and Textbook Evaluation for Reading Strategies That Are Perceived to Receive Sufficient Explicit Instruction by DBE Teachers

Reading Strategies	Results of the Questionnaire		Results of the Textbook Evaluation	
	Mean	Standard Deviation	Explicit Explanation	Explicit Practice
• Guessing meaning of unknown words and phrases	3.30	.55	1	94
• Scanning	3.21	.60	1	17
• Skimming	3.18	.62	1	12
• Previewing text before reading	3.17	.66	1	5
• Making predictions	3.17	.66	3	16
• Identifying main ideas	3.12	.50	6	41
• Paraphrasing	3.12	.50	3	4
• Reading selectively	2.96	.75	-	9
• Rereading	2.96	.75	-	-
• Drawing inferences	2.91	.65	5	50
• Connecting information within/across texts	2.91	.65	-	-
• Analyzing	2.89	.63	5	2
• Paying attention to text structure and organization	2.89	.67	7	15
• Confirming or disconfirming predictions, guesses, or inferences	2.86	.65	2	1

Note: Respondents choose answers on a 1-4 scale with 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree.
Frequencies in the explicit explanation column indicate how many times the strategies are explicitly explained in the textbook. Numbers in the explicit practice column represent frequencies out of a total of 2,343 exercise items.

As for the strategies that have insufficient explicit strategy instruction, the findings of the evaluation and the teachers' perceptions are similar. Teachers think that there is not sufficient explicit strategy training for five of the 30 strategies targeted for the study: using non-target language, repairing miscomprehension, taking notes, visualizing/using imagery, and self evaluating. The textbook evaluation also revealed that the book provides little or no explicit strategy instruction for these strategies except for the taking notes strategy. Although the taking notes strategy is explicitly explained once and explicitly practiced in 12 exercise items in the book,

DBE teachers think that the textbook does not provide enough explicit instruction for the taking notes strategy (see Table 5.7 for the comparison of the results of the questionnaire and the textbook evaluation).

Table 5.7

Comparison of the Results of the Questionnaire and Textbook Evaluation for Reading Strategies That Are Perceived to Receive Insufficient Explicit Instruction by DBE Teachers

Reading Strategies	Results of the Questionnaire		Results of the Textbook Evaluation	
	Mean	Standard Deviation	Explicit Explanation	Explicit Practice
• Using non-target language	2.29	.89	-	-
• Repairing miscomprehension	2.28	.70	-	-
• Taking notes	2.28	.80	1	12
• Visualizing/Using imagery	2.24	.85	1	-
• Self evaluating	2.24	.79	-	-
• Rereading	2.96	.75	-	-

Note: Respondents choose answers on a 1-4 scale with 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree. Frequencies in the explicit explanation column indicate how many times the strategies are explicitly explained in the textbook. Numbers in the explicit practice column represent frequencies out of a total of 329 total exercise items in which strategies are explicitly practiced.

DBE teachers have conflicting perceptions regarding explicit strategy training for 11 strategies: planning, grouping/classifying, using prior knowledge, using visual representations of text, generating questions, consulting an outside source, negotiating meaning, monitoring reading, highlighting, summarizing, and critiquing the text and the author. Textbook evaluation, on the other hand, reveals that eight of these strategies are infrequently practiced in the book. The percentage of the first eight strategies ranges from 0.1 % to 3.7 %. The last two strategies are neither explained nor practiced in the book. Therefore, the perceptions of the teachers who think the book provides enough practice opportunities for these 10 strategies are in contradiction with the findings of the textbook evaluation.

Table 5.8

Comparison of the Results of the Questionnaire and Textbook Evaluation for Reading Strategies of Which DBE Teachers Have Conflicting Perceptions

Reading Strategies	Results of the Questionnaire		Results of the Textbook Evaluation	
	Mean	Standard Deviation	Explicit Explanation	Explicit Practice
• Planning	2.70	.74	-	-
• Grouping/Classifying	2.70	.77	-	1
• Using prior knowledge	2.67	.82	1	1
• Using visual representations of text	2.65	.81	1	5
• Generating questions	2.64	.79	2	2
• Consulting an outside source	2.60	.89	1	12
• Negotiating meaning	2.57	.77	-	13
• Monitoring reading	2.54	.83	-	-
• Highlighting	2.52	.83	2	12
• Summarizing	2.52	.80	-	3
• Critiquing the text and the author	2.47	.77	4	6

Note: Respondents choose answers on a 1-4 scale with 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree. Frequencies in the explicit explanation column indicate how many times the strategies are explicitly explained in the textbook. Numbers in the explicit practice column represent frequencies out of a total of 329 total exercise items in which strategies are explicitly practiced.

As for the provision of sufficient practice opportunities in *www.dbe.off-line.readings2*, DBE teachers' perceptions are generally different from the results of the textbook evaluation carried out by the researcher. The majority of DBE teachers think that the textbook provides enough practice opportunities for 15 of the 30 strategies targeted for the study (see Table 5.9 for the list of these strategies). However, the comparison of teachers' perceptions with the textbook evaluation revealed interesting results regarding sufficient practice opportunities for these 15 strategies. According to the results of the textbook evaluation, five of these 15 strategies are explicitly and/or implicitly practiced in 8.6 % to 14 % of the 2,343 exercise items in the textbook: confirming or disconfirming predictions, guesses, or inferences; paying attention to text structure and organization; rereading; analyzing; and reading selectively. Six of the 15 strategies are practiced in fewer exercise items

(ranging from 2.6 % to 6.7 %): connecting information within/across texts, drawing inferences, guessing meaning of unknown words and phrases, scanning, paraphrasing and identifying main ideas (See Table 5. 9 for the comparison of the results of the questionnaire and textbook evaluation). Deciding whether these practice opportunities are sufficient or not is difficult because there is no magic number that indicates how much exposure students need to become efficient and flexible users of these strategies.

Although DBE teachers believe that the textbook provides enough practice opportunities for making predictions, skimming, grouping/classifying, and previewing strategies, the textbook evaluation reveals that the percentage of the of these strategies ranges from 0.3 % to 1.2 % in 2,343 exercise items (See Table 5. 9 for the comparison of the results of the questionnaire and textbook evaluation). These numbers indicate that DBE teachers' perception regarding these strategies are in contradiction with the results of textbook evaluation.

Table 5.9

Comparison of the Results of the Questionnaire and Textbook Evaluation for Reading Strategies That Are Perceived to Be Practiced Sufficiently by DBE Teachers

Reading Strategies	Mean	Standard Deviation	% of Practice in the textbook
• Scanning	3.33	.53	5.9 %
• Skimming	3.21	.52	0.7 %
• Guessing meaning of unknown words and phrases	3.12	.51	6.1 %
• Identifying main ideas	3.12	.45	2.6 %
• Previewing text before reading	3.10	.53	0.3 %
• Rereading	2.96	.53	10.2 %
• Drawing inferences	2.91	.73	6.6 %
• Making predictions	2.88	.54	1.2 %
• Confirming or disconfirming predictions, guesses or inferences	2.83	.85	14.0 %
• Analyzing	2.83	.73	9.1 %
• Paraphrasing	2.81	.60	4.9 %

Table 5.9 cont'd			
• Reading selectively	2.79	.72	8.6 %
• Connecting information within/across texts	2.76	.66	6.7 %
• Paying attention to text structure and organization	2.76	.76	11.3 %
• Grouping/Classifying	2.71	.71	0.6 %

Note: Respondents choose answers on a 1-4 scale with 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree. Percentages indicate percentage of occurrence out of 2,343 total exercise items.

As for insufficient practice opportunities, DBE teachers agreed on five strategies: critiquing the text and the author, taking notes, self evaluating, using non-target language and visualizing/using imagery. This negative perception of teachers is in conformity with the results of the textbook evaluation. While three of these five strategies are not addressed in the book at all (self evaluating, using non-target language and visualizing/using imagery), two of them have a very low percentage of practice: critiquing the text and the author (1.0 %) and taking notes (0.6 %). (See Table 5.10.)

Table 5.10

Comparison of the Results of the Questionnaire and Textbook Evaluation for Reading Strategies That Are Perceived to Be Practiced Insufficiently by DBE Teachers

Reading Strategies	Mean	Standard Deviation	% of Practice in the textbook
• Using non-target language	2.22	.76	0.0 %
• Self evaluating	2.21	.72	0.0 %
• Taking notes	2.29	.84	0.6 %
• Critiquing the text/the author	2.38	.80	1.0 %
• Visualizing/Using imagery	2.38	.80	0.0 %

Note: Respondents choose answers on a 1-4 scale with 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree. Percentages indicate percentage of occurrence out of 2,343 total exercise items.

DBE teachers have conflicting perceptions regarding the sufficiency of practice opportunities for 10 of the 30 strategies targeted for the study (see Table 5.9 for the list of these strategies). Textbook evaluation reveals that two of these 10 strategies

(using prior knowledge and monitoring reading) receive 3 % practice in 2,343 exercise items. Other six strategies (using visual representations of text, negotiating meaning, highlighting, consulting an outside source, summarizing, and generating questions) received much less practice in the textbook (See Table 5. 11 for percentages of these strategies). Two of the 10 strategies that DBE teachers have conflicting perceptions, specifically planning and repairing miscomprehension, are not practiced in the textbook at all. DBE teachers might find about 3% practice sufficient for the using prior knowledge and the monitoring reading strategies; however, their perception regarding the eight of the 10 strategies which receive little or no practice are in contradiction with the findings of the textbook evaluation. (See Table 5.11 for the comparison of the results of the questionnaire and textbook evaluation)

Table 5.11

Comparison of the Results of the Questionnaire and Textbook Evaluation for Reading Strategies of Which DBE Teachers Have Conflicting Perceptions

Reading Strategies	Mean	Standard Deviation	% of Practice in the textbook
• Using prior knowledge	2.70	.86	3.8 %
• Using visual representations of text	2.69	.68	0.3 %
• Negotiating meaning	2.68	.72	0.6 %
• Highlighting	2.60	.63	1.1 %
• Planning	2.60	.67	0.0 %
• Consulting an outside source	2.56	.84	0.5 %
• Summarizing	2.55	.83	0.1 %
• Monitoring reading	2.52	.97	3.2 %
• Generating questions	2.51	.80	0.1 %
• Repairing miscomprehension	2.45	.92	0.0 %

Note: Respondents choose answers on a 1-4 scale with 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree. Percentages indicate percentage of occurrence out of 2,343 total exercise items.

The contradictions between DBE teachers' perceptions and the findings of the textbook evaluation may be explained in two possible ways. First, the teachers were

not provided with the definitions of the strategies (except for the short explanations in parentheses on the questionnaire). Thus, each teacher may have interpreted the strategies differently. Second, the teachers may have thought of how they teach the book in their classes while answering the question instead of only considering the exercises in the textbook.

Pedagogical Implications

The study aimed at determining the most frequently mentioned reading strategies in the literature and then evaluating the strategy instruction in the EFL reading textbook used in the DBE, METU in terms of these strategies. In addition, the study aimed at determining the perceptions of the teachers of the strategy instruction in the book.

The findings of this study raise several important questions regarding reading strategy instruction in reading textbooks or materials. Some of the important questions that need to be answered are:

- Which strategies should be taught to DBE students? Who will determine these strategies? What should be the criteria in determining these strategies?
- How many explicit strategies should a reading textbook introduce?
- How much implicit strategy training should a textbook include?
- What counts as sufficient explanation and/or practice? How can we decide?
- Who will decide the sufficient amount of explicit and implicit strategy training in a reading textbook or materials?

In order to improve the reading strategy instruction in the textbook and/or in the reading curriculum, these questions needs to be answered in a needs analysis. After determining the strategies that will be beneficial for DBE students, necessary

supplementation can be done either in new editions of *www.dbe.off-line.readings2* or in new reading materials. The researcher believes that the empirically validated reading strategies that are not addressed in the textbook should be included in reading strategy instruction in the DBE reading curriculum. Necessary decisions about their integration should be made by DBE syllabus and materials development committee.

The evaluation of *www.dbe.off-line.readings2* revealed that the textbook explains the 10 of the 12 reading strategies that it aims to teach in the introductory unit (The other two strategies were not examined since they were not among the 30 strategies targeted in the study). The approach to these 10 reading strategies, however, is different from what is found in new reading textbooks with a stated commitment to strategy training (e.g., Anderson, 2003a, 2003b, 2003c, 2003d; Ediger & Pavlik, 1999; Gulef, Sokolik & Lowther, 2000; Ryall, 2000; Fellag, 2000; Sokolik, 2000). In these new books, strategies are introduced in different units with more detailed explanations; they are recycled throughout the book and students are reminded to use them. In light of these new reading textbooks, future editions of *www.dbe.off-line.readings2* could be reorganized so that reading strategy instruction is spread throughout the book in a more balanced way leading to better sequencing and the potential for scaffolding. Pressley, Goodchild, Fleet, Zajchowski and Evans (1989) state that:

> Ideal instruction would include systematic introduction and practice of task-limited, goal-limited, and general strategies, with new strategies taught gradually and only after "old" strategies had been mastered. Efforts would be made to develop students' metacognitive knowledge about specific strategies that were taught and to develop facilitating beliefs and styles that would support good strategy use (p. 309).

In order for the textbook to be more effective in helping DBE students to become strategic readers, study results suggest that it should be supplemented with two typical components of direct strategy training: explanations and scaffolding (Sinatra, Brown, & Reynolds, 2001). As mentioned in chapter 2, in the direct explanation of reading strategies approach, DBE students could be (a) provided with reasonable and meaningful descriptions of the strategies, (b) informed about the usefulness of strategies, (c) provided with step by step explanations of strategy use through modeling, (d) introduced to various contexts for strategy use so that they can be assisted in understanding the appropriate conditions for certain strategies, and (e) taught ways of monitoring, evaluating, and improving personal strategy use (Winograd & Hare, 1988, as cited in Sinatra, Brown, & Reynolds, 2001). Other features of the direct explanation approach — such as explanations regarding how to model strategies and information about the usefulness of strategies — could be incorporated into the teachers' manual instead of the textbook. The Teachers' Manual can be revised to include (a) directions as to how and when particular strategies should be taught as part of reading passages covered in the textbook, (b) prompts to encourage good strategy use, and (c) explanations about particular types of instruction facilitating competent performance. The directions to teach reading strategies can be accompanied by information that will increase teachers' knowledge of strategies and by information on ways to develop metacognitive knowledge in students (Pressley, Goodchild, Fleet, Zajchowski, & Evans, 1989).

Pressley (2002) states that "the comprehension skill does not develop very well on its own" (p. 306). Therefore, students need to be taught reading strategies that good readers use through explanation, modeling, and scaffolding. William Grabe (personal communication, July 8, 2003) questions the need for specifically prepared

reading materials for strategy instruction because he believes that trained teachers can teach reading strategies through any appropriate instructional text. However, being a good strategy teacher requires high energy, time, and commitment (El-Dinary, 2001; Sinatra, Brown, & Reynolds, 2001). Teachers need a lot of time to acquire expertise in delivering strategy instruction effectively. They must be skillful and metacognitively sophisticated with respect to both reading strategies and instructional strategies in order to teach reading strategies successfully. They must have a deep understanding of both cognitive and metacognitive processes involved in strategy use and an ability to scaffold students so that they can use these processes successfully on their own. Many teachers also find it challenging to execute strategy-instruction approaches effectively due to lack of teacher preparation (Duke & Pearson, 2002; Pressley, 2002; Sinatra, Brown, & Reynolds, 2001; Williams, 2002). Because of these reasons, the researcher believes that using specifically prepared materials can guide teachers in teaching reading strategies and contribute to improving reading strategy instruction in DBE. The results of the study reveal that the textbook provides insufficient explanation, modeling, and scaffolding for most of the 30 strategies targeted for the study. After determining which strategies should be taught to DBE students, the textbook should be supplemented with additional explanation, modeling, and scaffolding for the designated strategies.

In addition to supplementing the textbook, a well-designed in-service training program should be prepared and DBE teachers should be trained about how to explain, model, and scaffold reading strategies because teachers play a crucial role in implementing reading strategy instruction. Duffy (1993) states:

> Strategic reading requires strategic teachers, which in turn, requires strategic staff development. That is, if low achievers are to be strategic (i.e., if they are to be flexible adapters of strategies as

> needed to construct meaning), their teachers must themselves be strategic (i.e., flexible adapters of professional knowledge in response to students' developing concepts), and the teachers of teachers must also be strategic (i.e., adapting innovations and research findings to teachers' situations and involving them as coconstructors of knowledge rather than telling them what to do) (p. 245).

In addition to teacher training, the curricular team should work on a framework that will enable progression from teacher direction to student independence in strategic reading instruction (see Figure 1 on page 19 in chapter 2).

Limitations of the Study

The study has six main limitations. The first limitation of the study is that this study is not generalizable. Because the study is limited to the EFL reading textbook entitled *www.dbe.off-line.readings2* and DBE teachers, results cannot be generalized beyond this context. However, its findings, and design can serve as a starting point and provide guidance for future researchers when designing a study on reading strategies with a similar focus. The instruments created for this study can also be useful for textbook evaluators and material developers.

The second limitation is that concerns have been raised about two of the 30 strategies targeted for the study: monitoring reading and analyzing (W.Grabe, personal communication, July 8, 2003). Grabe's concern with the monitoring strategy is that it is not a single strategy but a larger metacognitive process involving the use of multiple strategies. His concern with the analyzing strategy relates to how it can be understood as a separate unique strategy apart from a number of other strategies. These issues should be explored further.

The third limitation is that the only instrument used to collect data pertaining to teachers' perceptions was the questionnaire. Future researchers might, therefore,

consider using different methodological procedures such as interviews to increase the reliability of research findings.

The fourth limitation is that it was impossible to provide all teachers with the detailed definitions of the 30 targeted strategies. Because reading the definitions of each strategy in the Reference Sheet would be time consuming, the teachers were only provided with brief explanations in parentheses in the questionnaire items. Therefore, teachers' different perceptions and interpretations of the strategies may have affected the results.

Fifth, one of the questions in the questionnaire may have caused ambiguity among the respondents. The statement in the fourth question in Part II of the questionnaire may have misled the respondents. The expression "sufficiently demanding but not too demanding" may have been interpreted differently by the respondents.

Finally, in the questionnaire, teachers were solely asked to determine whether the textbook provides sufficient explicit reading strategy instruction and practice opportunities for 30 targeted strategies. The teachers might also be asked which strategies out of the 30 strategies they think should be explained more and supplemented with more practice.

Suggestions for Further Research

Further studies can be conducted to answer the questions raised by this study, mentioned in the pedagogical implications section earlier in this chapter.

Given the contradictory perceptions of DBE teachers of *www.dbe.off-line.readings2*, further research can explore the reasons for this contradiction. That is, in order to understand the reason behind the disagreement between 44 teachers on the appropriateness of the book in terms of grammatical complexity and

appropriateness of the book to the students' interests, further research should be carried out and the factors influencing teachers' perceptions should be determined.

Given the contradictory results between the teachers' perception of the strategy instruction in the textbook and the textbook evaluation, further research can explore the reasons for this contradiction. In other words, the factors resulting in different perceptions of DBE teachers regarding the provision of sufficient explicit strategy instruction and practice opportunities should be determined.

Since this study aimed to evaluate an EFL textbook in terms of 30 reading strategies, a further study can focus on students' perceptions of reading strategy instruction in the book and/or the effects of this strategy instruction on students' performance.

This study was limited to an intermediate-level reading textbook and 44 intermediate level teachers. Therefore, similar research can be conducted on beginner, elementary, and upper-intermediate-level reading textbooks or reading materials designed by materials development teams. A more general questionnaire can be devised and more data can be obtained about perceptions of other DBE teachers at various class levels of reading strategy instruction at the DBE.

Another study can be conducted to determine the most important reading strategies out of the targeted 30 reading strategies for DBE teachers and students. For this, both teachers and students' perceptions can be determined via questionnaire and interviews. Finally, a study can be conducted to determine which strategies should be focused on in an in-service training on teaching reading strategies or which teachers would benefit such a training the most.

Conclusion

This descriptive study evaluated the EFL reading textbook entitled *www.dbe.off-line.readings2* in terms of reading strategy instruction, focusing on 30 reading strategies, nine of which are empirically-validated, and 21 of which are mentioned as beneficial in the literature. It also investigated 44 DBE teachers' perceptions of the strategy instruction in the textbook in terms of the 30 strategies targeted for the study. The results of the study raised important questions regarding reading strategy training. If the DBE syllabus committee decides to improve reading strategy instruction, it seems that they first need to determine which reading strategies are beneficial for DBE students. After that, the findings of this study can guide the supplementation of strategy instruction in the textbook and other reading materials. When the benefits of research-validated reading strategies mentioned in the literature are considered, it can be concluded that the textbook would serve its target audience better if the neglected empirically-validated strategies are added to instruction with sufficient explanation and practice opportunities. The results of the study and the pedagogical implications suggested in this chapter might assist materials developers, curriculum planners, test designers, and teachers in the DBE, METU, to improve strategic reading instruction and thus the reading abilities of DBE students.

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APPENDIX A

Thirty Reading Strategies That Were Selected for the Study

	Reading strategies	Frequency
1.	Generating questions*	50
2.	Making predictions*	45
3.	Using prior knowledge*	41
4.	Summarizing*	41
5.	Monitoring reading*	34
6.	Guessing meaning of unknown words and phrases	32
7.	Paying attention to text structure and organization*	29
8.	Repairing miscomprehension	29
9.	Identifying main ideas	29
10.	Rereading	27
11.	Planning	27
12.	Visualizing/Using imagery*	26
13.	Drawing inferences*	22
14.	Using visual representations of text*	20
15.	Previewing text before reading	19
16.	Paraphrasing	17
17.	Critiquing the text and the author	16
18.	Confirming or disconfirming predictions, guesses or inferences	16
19.	Skimming	16
20.	Taking notes	16
21.	Consulting an outside source	14
22.	Reading selectively	13
23.	Self Evaluating	13
24.	Highlighting	13
25.	Using non-target language	10
26.	Scanning	9
27.	Analyzing	9
28.	Connecting information within and/or across texts	9
29.	Negotiating meaning	8
30.	Grouping / Classifying	7

Note: Frequency numbers represent the number of times that strategies are mentioned in the literature read by the researcher.
* indicates empirically-validated reading strategies.

APPENDIX B

References for the Thirty Reading Strategies That Were Targeted in the Study

Appendix B presents each of the 30 strategies targeted for the study in a parallel format. The strategies are presented in the same order in which they are listed in Appendix A. The box at the top of each table includes the generic name of the strategy used throughout the study even though the same strategy is sometimes labeled differently in the literature. The "type" box lists the different ways in which the targeted strategy is classified in the literature. The "strategy set" box identifies larger sets of strategies to which the targeted strategy is assigned in the literature. The "source" box lists the publications that refer to the targeted strategy in some way. In each table, there is cross-referencing. Numbers in parentheses in the type and strategy set boxes refer to the numbered references in the source boxes.

GENERATING QUESTIONS		
TYPE	Metacognitive (26, 27, 42,) Metacognitive Macro (20) Cognitive (15, 25, 34) Support (43) Top-Down (12) General (6) Supervising (2) Comprehension (49) Social (31, 32, 33) Before reading (4, 21, 44, 49) During Reading (21, 37, 44) After Reading (35, 44)	
STRATEGY SET	Planning (9) Monitoring (9) Problem-Solving (9) Evaluating (9)	
SOURCE	(1) Afflerbach, 2001 (2) Anderson, 1991 (3) Applegate, Quinn, & Applegate, 1994 (4) Auerbach & Paxton, 1997 (5) Baker, 2001 (6) Block, 1986 (7) Block & Pressley, 2001 (8) Carrell, 1998 (9) Chamot, Barnhardt, El-Dinary, & Robbins, 1999 (10) Cotterall, 1991 (11) Davey & McBride, 1986 (12) Davis & Bistodeau, 1993 (13) Dole, Duffy, Roehler, & Pearson, 1991 (14) Duffy, 2001 (15) Duke & Pearson 2002 (16) Fisher, Schumaker, & Deshler, 2001 (17) Grabe, 1991 (18) Grabe & Stoller, 2001 (19) Grabe & Stoller, 2002 (20) Grant, 1994 (21) Janzen, 1996 (22) Janzen & Stoller, 1998 (23) Keene & Zimmerman, 1997 (as cited in Pressley, 2001) (24) Klingner & Vaughn, 2000 (25) Knight, Padron, & Waxman, 1985 (26) Li & Munby, 1996	(27) McLain, Gridley, & McIntosh, 1991 (28) Miholic, 1994 (29) Mosenthal, Schwartz, & McIsaac, 1992 (30) Nolan, 1991 (31) Oxford, 1990 (32) Oxford, Crookall, Cohen, Lavine, Nyikos, & Sutter, 1990 (33) O'Malley & Chamot, 1990 (34) Padron & Waxman, 1989 (35) Paris, Wasik, & Turner, 1991 (36) Pressley, 2001 (37) Pressley, 2002 (38) Pressley & Afflerbach, 1995 (as cited in Carrell, 1998) (39) Pressley & Block, 2001 (40) Pressley, Johnson, Symons, McGoldrick, & Kurita, 1989 (41) Robbins, 1999 (42) Schmitt, 1990 (43) Sheorey & Mokhtari, 2001 (44) Shih, 1992 (45) Simpson & Nist, 2000 (46) Sinatra, Brown, & Reynolds, 2001 (47) Stoller, 2000 (48) Trabasso & Bouchard, 2001 (49) Vacca, 2002 (50) Williams, 2002

MAKING PREDICTIONS		
Type	Cognitive (3, 27, 28, 38) Top-Down (16) Global (45) General (9) Text-Level (8) Supervising (2) Before Reading (6, 33, 36, 42, 44) During Reading (6, 18, 33)	
Strategy Set	Planning (13)	
Source	(1) Afflerbach, 2001 (2) Anderson, 1991 (3) Anderson, 1999 (4) Anderson, 2003a, 2003b, 2003c, (5) Applegate, Quinn, & Applegate, 1994 (6) Auerbach & Paxton, 1997 (7) Baker, 2001 (8) Barnett, !988 (9) Block, 1986 (10) Carrell, 1998 (11) Carrell, 1989 (12) Chamot, 1993 (13) Chamot, Barnhardt, El-Dinary, & Robbins, 1999 (14) Cohen, 1990 (15) Cotterall, 1991 (16) Davis & Bistodeau, 1993 (17) Duffy, 2001 (18) Duke & Pearson 2002 (19) Fisher, Schumaker, & Deshler, 2001 (20) Grabe & Stoller, 2001 (21) Grabe & Stoller, 2002 (22) Grant, 1994 (23) Janzen, 1996 (24) Janzen & Stoller, 1998	(25) Kern, 1989 (26) Klingner & Vaughn, 2000, (27) Knight, Padron, & Waxman, 1985 (28) Li & Munby, 1996 (29) Miholic, 1994 (30) Mosenthal, Schwartz, & McIsaac, 1992 (31) Nolan, 1991 (32) Pressley, 2001 (33) Pressley, 2002 (34) Pressley & Block, 2001 (35) Pressley & Afflerbach, 1995 (as cited in Carrell, 1998) (36) Readence, Moore, & Rickelman, 2000 (37) Rusciolelli, 1995 (38) Schmitt, 1990 (39) Sheorey & Mokhtari 2001 (40) Stoller, 2000 (41) Trabasso & Bouchard, 2001 (42) Vacca, 2002 (43) Williams, 2002 (44) Whitehead, 1994 (45) Young, 1993

USING PRIOR KNOWLEDGE		
Type	Metacognitive (25, 34) Metacognitive Macro (19) Top-Down (10, 15) Global (10, 41) General (7) Text-Level (6) Cognitive (27) Coherence (1) Compensating/Comprehension (2, 39) Before Reading (4, 29, 32, 34, 36, 39, 40) During Reading (20, 28, 29) After Reading (20)	
Strategy Set	Planning (13) Monitoring (13) Problem-Solving (13) Evaluating (13)	
Source	(1) Anderson, 1991 (2) Anderson, 1999 (3) Applegate, Quinn, & Applegate, 1994 (4) Auerbach & Paxton, 1997 (5) Baker, 2001 (6) Barnett, 1988 (7) Block, 1986 (8) Block & Pressley, 2001 (9) Brown, 1999-2000 (10) Carrell, 1989 (11) Carrell, 1998 (12) Carrell, Pharis & Liberto, 1989 (13) Chamot, Barnhardt, El-Dinary, & Robbins, 1999 (14) Collins, Dickson, Simmons, & Kameenui, 1996 (15) Davis & Bistodeau, 1993 (16) Dewitz, Carr, & Patberg, 1987 (17) Fielding & Pearson, 1994 (18) Grabe & Stoller, 2002 (19) Grant, 1994 (20) Janzen, 1996	(21) Janzen & Stoller, 1998 (22) Keene & Zimmerman, 1997 (as cited in Pressley, 2001) (23) Kern, 1989 (24) Klingner & Vaughn, 2000 (25) Li & Munby, 1996 (26) Miholic, 1994 (27) O'Malley & Chamot, 1990 (28) Pressley, 2001 (29) Pressley, 2002 (30) Pressley & Block, 2001 (31) Paris, Wasik, & Turner, 1991 (32) Readence, Moore, & Rickelman, 2000 (33) Rusciolelli, 1995 (34) Schmitt, 1990 (35) Sheorey & Mokhtari 2001 (36) Shih, 1992 (37) Stoller, 2000 (38) Trabasso & Bouchard, 2001 (39) Vacca, 2002 (40) Whitehead, 1994 (41) Young, 1993

SUMMARIZING		
Type	Cognitive (2, 19, 24, 25, 26, 31) Metacognitive (35) Metacognitive Macro (15) Before Reading (4) During Reading (29, 36) After Reading (27, 28, 29, 36)	
Strategy Set	Evaluating (8)	
Source	(1) Afflerbach, 2001 (2) Anderson, 1999 (3) Applegate, Quinn, & Applegate, 1994 (4) Auerbach & Paxton, 1997 (5) Baker, 2001 (6) Block & Pressley, 2001 (7) Cohen, 1990 (8) Chamot, Barnhardt, El-Dinary, & Robbins, 1999 (9) Cotterall, 1991 (10) Dole, Duffy, Roehler, & Pearson, 1991 (11) Duffy, 2001 (12) Duke & Pearson, 2002 (13) Grabe, 1991 (14) Grabe & Stoller, 2002 (15) Grant, 1994 (16) Janzen, 1996 (17) Janzen & Stoller, 1998 (18) Keene & Zimmerman, 1997 (as cited in Pressley, 2001) (19) Knight, Padron, & Waxman, 1985 (20) Miholic, 1994	(21) Mosenthal, Schwartz, & McIsaac) 1992 (22) Nolan, 1991 (23) Oxford, 1990 (24) Oxford, Crookall, Cohen, Lavine, Nyikos, & Sutter, 1990 (25) O'Malley & Chamot, 1990 (26) Padron & Waxman, 1989 (27) Paris, Wasik, & Turner, 1991 (28) Pressley, 2001 (29) Pressley, 2002 (30) Pressley & Afflerbach, 1995 (as cited in Carrell, 1998) (31) Pressley & Block, 2001 (32) Pressley, Johnson, Symons, McGoldrick, & Kurita, 1989 (33) Rosenshine & Meister, 1992 (34) Rusciolelli, 1995 (35) Schmitt, 1990 (36) Shih, 1992 (37) Simpson & Nist, 2000 (38) Sinatra, Brown & Reynolds, 2001 (39) Stoller, 2000 (40) Trabasso & Bouchard, 2001 (41) Whitehead, 1994

MONITORING READING		
Type	Metacognitive (3, 10, 21, 22, 23) General (6) Supervising (2) Self-regulation (16) During Reading (25, 26, 28) After Reading (24, 26)	
Strategy Set	Evaluation (21, 22) Monitoring (12, 23)	
Source	(1) Afflerbach, 2001 (2) Anderson, 1991 (3) Applegate, Quinn, & Applegate, 1994 (4) Baker, 2001 (5) Baker & Brown, 1984 (6) Block, 1986 (7) Block & Pressley, 2001 (8) Brown, 1999-2000 (9) Casanave, 1988 (10) Cohen, 1990 (11) Collins, Dickson, Simmons & Kameenui, 1996 (12) Chamot, Barnhardt, El-Dinary, & Robbins, 1999 (13) Carrell, 1989 (14) Dole, Duffy, Roehler, & Pearson, 1991 (15) Duke & Pearson, 2002 (16) Grabe, 1991	(17) Grabe & Stoller, 2002 (18) Grant, 1994 (19) Kern, 1989 (20) Klingner & Vaughn, 2000 (21) McLain, Gridley, & McIntosh, 1991 (22) Oxford 1990 (23) O'Malley & Chamot, 1990 (24) Paris, Wasik, & Turner, 1991 (25) Pressley, 2001 (26) Pressley, 2002 (27) Pressley & Block, 2001 (28) Shih, 1992 (29) Simpson & Nist, 2000 (30) Sinatra, Brown & Reynolds, 2001 (31) Trabasso & Bouchard, 2001 (32) Whitehead, 1994 (33) Wade, 1990 (34) Young, 1993

GUESSING MEANING OF UNKNOWN WORDS AND PHRASES		
Type	Metacognitive (13, 18, 19, 27) Cognitive (2, 27) Local (6, 31) Bottom-Up (11) Word-Level (5) Compensation (22) Coherence (1) During Reading (4, 24, 25, 28)	
Strategy Set	Regulation (19)	
Source	(1) Anderson 1991 (2) Anderson, 1999 (3) Anderson, 2003c, 2003d (4) Auerbach & Paxton, 1997 (5) Barnett, 1988 (6) Block, 1986 (7) Brown, 1999-2000 (8) Carrell, 1989 (9) Carrell, 1998 (10) Cohen 1990 (11) Davis & Bistodeau, 1993 (12) Duke & Pearson, 2002 (13) Grabe, 1991 (14) Grabe & Stoller, 2001 (15) Grabe & Stoller, 2002 (16) Janzen, 1996 (17) Kern, 1989	(18) Li & Munby, 1996 (19) McLain, Gridley, & McIntosh, 1991 (20) Miholic, 1994 (21) Oxford, 1990 (22) Oxford, Crookall, Cohen, Lavine, Nyikos, & Sutter, 1990 (23) Paris, Wasik, & Turner, 1991 (24) Pressley, 2001 (25) Pressley, 2002 (26) Rusciolelli, 1995 (27) Sheorey & Mokhtari 2001 (28) Shih, 1992 (29) Stoller, 2000 (30) Trabasso & Bouchard, 2001 (31) Young, 1993

PAYING ATTENTION TO TEXT STRUCTURE AND ORGANIZATION		
Type	Metacognitive (20, 25) Top-Down (10, 12) Global (10, 29) General (5) Coherence (7) Before Reading (3, 21, 24, 26) During Reading (22, 26, 28)	
Strategy Set	Evaluation (20)	
Source	(1) Afflerbach, 2001 (2) Anderson, 2003c (3) Auerbach & Paxton, 1997 (4) Barnett, 1988 (5) Block, 1986 (6) Block & Pressley, 2001 (7) Cohen, 1990 (8) Cotterall, 1991 (9) Carrell, 1985 (10) Carrell, 1989 (11) Carrell, 1998 (12) Davis & Bistodeau, 1993 (13) Dole, Duffy, Roehler, & Pearson, 1991 (14) Duke & Pearson, 2002 (15) Fielding & Pearson, 1994 (16) Grabe & Stoller, 2002	(17) Janzen, 1996 (18) Janzen & Stoller, 1998 (19) Kern, 1989 (20) McLain, Gridley, & McIntosh, 1991 (21) Pressley, 2002 (22) Pressley, Johnson, Symons, McGoldrick, & Kurita, 1989 (23) Raymond, 1993 (24) Readence, Moore, & Rickelman, 2000 (25) Sheorey & Mokhtari 2001 (26) Shih, 1992 (27) Trabasso & Bouchard, 2001 (28) Vacca, 2002 (29) Young, 1993

REPAIRING MISCOMPREHENSION		
Type	Metacognitive (14, 25) Cognitive (17, 27) Global (29) Coherence (2) Supervising (2) During Reading (23, 26) After Reading (23)	
Strategy Set	Monitoring (7, 23)	
Source	(1) Afflerbach, 2001 (2) Anderson, 1991 (3) Baker, 2001 (4) Baker & Brown, 1984 (as cited in Casanave, 1988) (5) Block & Pressley, 2001 (6) Carrell, 1989 (7) Chamot, Barnhardt, El-Dinary, & Robbins, 1999 (8) Cohen, 1990 (9) Collins, Dickson, Simmons & Kameenui, 1996 (10) Cotterall, 1991 (11) Dole, Duffy, Roehler, & Pearson, 1991 (12) Duffy, 2001 (13) Duke & Pearson, 2002 (14) Grabe, 1991	(15) Grabe & Stoller, 2001 (16) Grabe & Stoller, 2002 (17) Grant, 1994 (18) Keene & Zimmerman, 1997 (as cited in Pressley, 2001) (19) Klingner & Vaughn, 2000 (20) Miholic, 1994 (21) Mosenthal, Schwartz, & McIsaac, 1992 (22) Pressley, 2001 (23) Pressley, 2002 (24) Pressley & Block, 2001 (25) Schmitt, 1990 (26) Shih, 1992 (27) Sheorey & Mokhtari 2001 (28) Trabasso & Bouchard, 2001 (29) Young, 1993

IDENTIFYING MAIN IDEAS		
Type	Metacognitive (15, 19, 20) Cognitive (1, 18) Global (8, 29) Top-Down (8) During Reading (22, 24)	
Strategy Set	Evaluation (21)	
Source	(1) Anderson, 1999 (2) Anderson, 2003a, 2003b, 2003c (3) Applegate, Quinn, & Applegate, 1994 (4) Baker & Brown, 1984 (as cited in Carrell, 1998) (5) Casanave, 1988 (6) Barnett, !988 (7) Block & Pressley, 2001 (8) Carrell, 1989 (9) Cohen, 1990 (10) Collins, Dickson, Simmons, & Kameenui, 1996 (11) Cotterall, 1991 (12) Dole, Duffy, Roehler, & Pearson, 1991 (13) Duke & Pearson, 2002 (14) Fielding & Pearson, 1994	(15) Grabe, 1991 (16) Grant, 1994 (17) Keene & Zimmerman, 1997 (as cited in Pressley, 2001) (18) Knight, Padron, & Waxman, 1985 (19) Li & Munby, 1996 (20) McLain, Gridley, & McIntosh, 1991 (21) Miholic, 1994 (22) Paris, Wasik, & Turner, 1991 (23) Pressley, 2001 (24) Pressley, 2002 (25) Pressley & Block, 2001 (26) Rusciolelli, 1995 (27) Sinatra, Brown & Reynolds, 2001 (28) Shih, 1992 (29) Young, 1993

REREADING		
Type	Cognitive (15, 24) Metacognitive (16) Local (5) Coherence (2) Before Reading (22) During Reading (19, 20, 25) After Reading (19)	
Strategy Set	Regulation (16)	
Source	(1) Afflerbach, 2001 (2) Anderson, 1991 (3) Baker, 2001 (4) Barnett, 1988 (5) Block, 1986 (6) Block & Pressley, 2001 (7) Carrell, 1989 (8) Carrell, 1998 (9) Cotterall, 1991 (10) Duke & Pearson, 2002 (11) Grabe & Stoller, 2002 (12) Janzen, 1996 (13) Janzen & Stoller, 1998 (14) Kern, 1989	(15) Knight, Padron, & Waxman, 1985 (16) McLain, Gridley, & McIntosh, 1991 (17) Miholic, 1994 (18) Paris, Wasik, & Turner, 1991 (19) Pressley, 2001 (20) Pressley, 2002 (21) Pressley & Block, 2001 (22) Readence, Moore, & Rickelman, 2000 (23) Rusciolelli, 1995 (24) Sheorey & Mokhtari, 2001 (25) Shih, 1992 (26) Stoller, 2000 (27) Trabasso & Bouchard, 2001

PLANNING		
Type	Metacognitive (14, 15, 18, 22, 23) Metacognitive Macro (13) Support / Affective (24) Self-Regulation (11) Before Reading (20, 24, 26)	
Strategy Set	Arranging and planning your learning (18) Planning (5, 15)	
Source	(1) Afflerbach, 2001 (2) Anderson, 1999 (3) Baker & Brown, 1984 (as cited in Casanave, 1988) (4) Block & Pressley, 2001 (5) Chamot, Barnhardt, El-Dinary, & Robbins, 1999 (6) Cohen, 1990 (7) Collins, Dickson, Simmons, & Kameenui, 1996 (8) Cotterall, 1991 (9) Duke & Pearson, 2002 (10) Fielding & Pearson, 1994 (11) Grabe, 1991 (12) Grabe & Stoller, 2002	(13) Grant, 1994 (14) Janzen & Stoller, 1998 (15) McLain, Gridley, & McIntosh, 1991 (16) Miholic, 1994 (17) O'Malley & Chamot, 1990 (18) Oxford, 1990 (19) Pressley, 2001 (20) Pressley, 2002 (21) Pressley & Block, 2001 (22) Schmitt, 1990 (23) Sheorey & Mokhtari, 2001 (24) Shih, 1992 (25) Simpson & Nist, 2000 (26) Vacca, 2002 (27) Whitehead, 1994

VISUALIZING / USING IMAGERY		
Type	Cognitive (5, 6, 9, 11, 14) Memory (12, 13) Global (26) Compensating (2) Metacognitive (10) Comprehension (24) Before Reading (20) During Reading (16)	
Strategy Set	Applying images and sounds (12) Monitoring (5) Planning (5) Problem-Solving (5) Evaluating (5) Remembering information (5)	
Source	(1) Anderson, 1991 (2) Anderson, 1999 (3) Block & Pressley, 2001 (4) Chamot, 1993 (5) Chamot, Barnhardt, El-Dinary, & Robbins, 1999 (6) Duke & Pearson, 2002 (7) Fisher, Schumaker, & Deshler, 2001 (8) Keene & Zimmerman, 1997 (as cited in Pressley, 2001) (9) Knight, Padron, & Waxman, 1985 (10) McLain, Gridley, & McIntosh, 1991 (11) O'Malley & Chamot, 1990 (12) Oxford, 1990 (13) Oxford, Crookall, Cohen, Lavine, Nyikos, & Sutter, 1990	(14) Padron & Waxman, 1989 (15) Pressley, 2001 (16) Pressley, 2002 (17) Pressley & Block, 2001 (18) Pressley & Afflerbach, 1995 (as cited in Carrell, 1998) (19) Pressley, Johnson, Symons, McGoldrick, & Kurita, 1989 (20) Readence, Moore, & Rickelman, 2000 (21) Wade, 1990 (22) Sheorey & Mokhtari, 2001 (23) Trabasso & Bouchard, 2001 (24) Vacca, 2002 (25) Williams, 2002 (26) Young, 1993

DRAWING INFERENCES		
Type	Top-Down (7) Cognitive (13) Global (22) Compensation (14) During Reading (16, 18, 19)	
Strategy Set	Problem-Solving (6)	
Source	(1) Anderson, 2003b, 2003c, 2003d (2) Barnett, 1988 (3) Block & Pressley, 2001 (4) Cain & Oakhill, 1999 (5) Carrell, 1998 (6) Chamot, Barnhardt, El-Dinary, & Robbins, 1999 (7) Davis & Bistodeau, 1993 (8) Dewitz, Carr, & Patberg, 1987 (9) Dole, Duffy, Roehler, & Pearson, 1991 (10) Fielding & Pearson, 1994 (11) Grabe & Stoller, 2002 (12) Keene & Zimmerman, 1997 (as cited in Pressley, 2001)	(13) O'Malley & Chamot, 1990 (14) Oxford, Crookall, Cohen, Lavine, Nyikos, & Sutter, 1990 (15) Paris, Wasik, & Turner, 1991 (16) Pressley & Afflerbach, 1995 (as cited in Carrell, 1998) (17) Pressley, Johnson, Symons, McGoldrick, & Kurita, 1989 (18) Pressley, 2001 (19) Pressley, 2002 (20) Sinatra, Brown & Reynolds, 2001 (21) Simpson & Nist, 2000 (22) Whitehead, 1994 (23) Young, 1993

USING VISUAL REPRESENTATIONS OF TEXT		
Type	Cognitive (1) Metacognitive Macro (8) Memory (11) Comprehension (19) Macro Processing (15)	Before Reading (2, 9, 13, 17) During-Reading (2, 14, 19) After-Reading (9)
Strategy Set	Applying images and sounds (11)	
Source	(1) Anderson, 1999 (2) Auerbach & Paxton, 1997 (3) Applegate, Quinn, & Applegate, 1994 (4) Carrell, 1985 (5) Carrell, Pharis & Liberto, 1989 (6) Chamot, Barnhardt, El-Dinary, & Robbins, 1999 (7) Duke & Pearson, 2002 (8) Grant, 1994 (9) Heimlich & Pittelman, 1986 (10) Jones, Pierce, & Hunter, 1988-1989	(11) Oxford, 1990 (12) Pressley, Johnson, Symons, McGoldrick, & Kurita, 1989 (13) Readence, Moore, & Rickelman, 2000 (14) Shih, 1992 (15) Sinatra, Brown & Reynolds, 2001 (16) Simpson & Nist, 2000 (17) Stoller, 2000 (18) Trabasso & Bouchard, 2001 (19) Vacca, 2002 (20) Whitehead, 1994

PREVIEWING TEXT BEFORE READING		
Type	Metacognitive (9, 15, 17) Metacognitive Macro (6) Before Reading (10, 12, 13, 16, 18, 19)	
Strategy Set	Centering learning (9)	
Source	(1) Afflerbach, 2001 (2) Cotterall, 1991 (3) Duke & Pearson, 2002 (4) Grabe, 1991 (5) Grabe & Stoller, 2002 (6) Grant, 1994 (7) Janzen & Stoller, 1998 (8) Klingner & Vaughn, 2000 (9) Oxford, 1990 (10) Paris, Wasik, & Turner, 1991	(11) Pressley, 2001 (12) Pressley, 2002 (13) Readence, Moore, & Rickelman, 2000 (14) Rusciolelli, 1995 (15) Schmitt, 1990 (16) Shih, 1992 (17) Sheorey & Mokhtari, 2001 (18) Vacca, 2002 (19) Whitehead, 199

PARAPHRASING		
Type	Local (4, 17) Bottom-Up (7) Metacognitive (11) Support (15) Paraphrase (1, 6) During Reading (12)	
Strategy Set	Problem-Solving (5)	
Source	(1) Anderson, 1991 (2) Applegate, Quinn, & Applegate, 1994 (3) Baker, 2001 (4) Block, 1986 (5) Chamot, Barnhardt, El-Dinary, & Robbins, 1999 (6) Cohen, 1990 (7) Davis & Bistodeau, 1993 (8) Fisher, Schumaker, & Deshler, 2001 (9) Janzen, 1996	(10) Klingner & Vaughn, 2000 (11) McLain, Gridley, & McIntosh, 1991 (12) Pressley, 2002 (13) Pressley & Afflerbach, 1995 (as cited in Carrell, 1998) (14) Rusciolelli, 1995 (15) Sheorey & Mokhtari, 2001 (16) Trabasso & Bouchard, 2001 (17) Young, 1993

CRITIQUING THE TEXT AND THE AUTHOR		
Type	Coherence (2, 8) Metacognitive (7) Cognitive (13) Interpretative (8) Supervising (2)	General (4) Global (16) Top-Down (7) During-Reading (3, 10, 11, 12, 14) After-Reading (3)
Strategy Set	-	
Source	(1) Afflerbach, 2001 (2) Anderson, 1991 (3) Auerbach & Paxton, 1997 (4) Block, 1986 (5) Carrell, 1989 (6) Collins, Dickson, Simmons, & Kameenui, 1996 (7) Davis & Bistodeau, 1993 (8) Duke & Pearson, 2002	(9) Grabe & Stoller, 2002 (10) Janzen, 1996 (11) Pressley, 2001 (12) Pressley, 2002 (13) Sheorey & Mokhtari, 2001 (14) Vacca, 2002 (15) Whitehead, 1994 (16) Young, 1993

CONFIRMING OR DISCONFIRMING PREDICTIONS, GUESSES OR INFERENCES		
Type	Top-Down (6) Metacognitive (13) Supervising (1) Before Reading (12, 16) During Reading (12)	
Strategy Set	Evaluating (5)	
Source	(1) Anderson, 1991 (2) Applegate, Quinn, & Applegate, 1994 (3) Block & Pressley, 2001 (4) Carrell, 1998 (5) Chamot, Barnhardt, El-Dinary, & Robbins, 1999 (6) Davis & Bistodeau, 1993 (7) Duke & Pearson, 2002 (8) Grabe & Stoller, 2002	(9) Janzen, 1996 (10) Janzen & Stoller, 1998 (11) Kern, 1989 (12) Pressley, 2002 (13) Schmitt, 1990 (14) Trabasso & Bouchard, 2001 (15) Vacca, 2002 (16) Whitehead, 1994

SKIMMING		
Type	Cognitive (12) Global (16) Text-Level (5) Metacognitive (11) Support (2, 7) Before Reading (4, 14)	
Strategy Set	Planning (11) Receiving and sending messages (12)	
Source	(1) Afflerbach, 2001 (2) Anderson, 1991 (3) Anderson, 2003a, 2003b, 2003c, 2003d (4) Auerbach & Paxton, 1997 (5) Barnett, 1988 (6) Carrell, 1998 (7) Cohen, 1990 (8) Grabe, 1991	(9) Janzen, 1996 (10) Kern, 1989 (11) McLain, Gridley, & McIntosh, 1991 (12) Oxford, 1990 (13) Pressley, 2001 (14) Pressley, 2002 (15) Rusciolelli, 1995 (16) Young, 1993

TAKING NOTES		
Type	Cognitive (7, 8, 9, 10) Support (14) Compensating (1) Metacognitive Macro (4) During Reading (11, 12, 16) After Reading (16)	
Strategy Set	Planning (2) Monitoring (2) Problem-Solving (2) Evaluating (2)	
Source	(1) Anderson, 1999 (2) Chamot, Barnhardt, El-Dinary, & Robbins, 1999 (3) Cotterall, 1991 (4) Grant, 1994 (5) Grabe, 1991 (6) Janzen, 1996 (7) O'Malley & Chamot, 1990 (8) Oxford, 1990 (9) Oxford, Crookall, Cohen, Lavine, Nyikos, & Sutter, 1990	(10) Padron & Waxman, 1989 (11) Pressley, 2001 (12) Pressley, 2002 (13) Pressley & Afflerbach, 1995 (as cited in Carrell, 1998) (14) Sheorey & Mokhtari, 2001 (15) Whitehead, 1994 (16) Shih, 1992

CONSULTING AN OUTSIDE SOURCE		
Type	Support (1, 5, 13) Cognitive (11, 12) During Reading (14)	
Strategy Set	Problem-Solving (4)	
Source	(1) Anderson, 1991 (2) Baker, 2001 (3) Barnett, 1988 (4) Chamot, Barnhardt, El-Dinary, & Robbins, 1999 (5) Cohen, 1990 (6) Grabe, 1991 (7) Grabe & Stoller, 2002	(8) Grant, 1994 (9) Janzen, 1996 (10) Miholic, 1994 (11) O'Malley & Chamot, 1990 (12) Padron & Waxman, 1989 (13) Sheorey & Mokhtari, 2001 (14) Shih, 1992

READING SELECTIVELY		
Type	Metacognitive (8, 9) Cognitive (7, 12) Support (5) Local (13) Before Reading (2, 10) During Reading (10) After Reading (10)	
Strategy Set	Regulation (8)	
Source	(1) Anderson, 1991 (2) Auerbach & Paxton, 1997 (3) Baker & Brown, 1984 (as cited in Casanave, 1988) (4) Barnett, 1988 (5) Cohen, 1990 (6) Duke & Pearson, 2002 (7) Knight, Padron, & Waxman, 1985	(8) McLain, Gridley, & McIntosh, 1991 (9) Pressley, 2001 (10) Pressley, 2002 (11) Rusciolelli, 1995 (12) Sheorey & Mokhtari, 2001 (13) Young, 1993

SELF EVALUATING		
Type	Metacognitive (2, 5, 9, 10, 11) Metacognitive Macro (8) Self-Regulation (6)	
Strategy Set	Evaluating (4) Remembering information (4)	
Source	(1) Afflerbach, 2001 (2) Anderson, 1999 (3) Baker, 2001 (4) Chamot, Barnhardt, El-Dinary, & Robbins, 1999 (5) Davis & Bistodeau, 1993 (6) Grabe, 1991 (7) Grabe & Stoller, 2002	(8) Grant, 1994 (9) O'Malley & Chamot, 1990 (10) Oxford, 1990 (11) Oxford, Crookall, Cohen, Lavine, Nyikos, & Sutter, 1990 (12) Shih, 1992 (13) Simpson & Nist, 2000

HIGHLIGHTING		
Type	Cognitive (7, 8) Support (1, 11) Metacognitive Macro (4) Local (13) During Reading (9, 12)	
Strategy Set	Creating structure for input and output (7)	
Source	(1) Cohen, 1990 (2) Grabe, 1991 (3) Grabe & Stoller, 2002 (4) Grant, 1994 (5) Janzen, 1996 (6) Miholic, 1994 (7) Oxford, 1990	(8) Padron & Waxman, 1989 (9) Pressley, 2002 (10) Rusciolelli, 1995 (11) Sheorey & Mokhtari, 2001 (12) Shih, 1992 (13) Young, 1993

USING NON-TARGET LANGUAGE		
Type	Cognitive (1, 3, 7, 8, 9) Metacognitive (6) Paraphrase (1) Local (10) During Reading (5)	
Strategy Set	Analyzing and reasoning (8) Monitoring (4) Problem-Solving (4) Remembering information (4)	
Source	(1) Anderson, 1991 (2) Anderson, 1999 (3) Chamot, 1993 (4) Chamot, Barnhardt, El-Dinary, & Robbins, 1999 (5) Janzen, 1996	(6) Li & Munby, 1996 (7) O'Malley & Chamot, 1990 (8) Oxford, 1990 (9) Oxford, Crookall, Cohen, Lavine, Nyikos, & Sutter, 1990 (10) Young, 1993

SCANNING		
Type	Support (1, 6) Cognitive (7) Text-Level (3)	
Strategy Set	Receiving and sending messages (7) Planning (5) Monitoring (5)	
Source	(1) Anderson, 1991 (2) Anderson, 2003a, 2003b, 2003c, 2003d (3) Barnett, 1988 (4) Carrell, 1998 (5) Chamot, Barnhardt, El-Dinary, & Robbins, 1999	(6) Cohen, 1990 (7) Oxford, 1990 (8) Rusciolelli, 1995 (9) Whitehead, 1994

ANALYZING		
Type	Cognitive (1, 6, 7) Before Reading (9)	
Strategy Set	Analyzing and reasoning (6)	
Source	(1) Anderson, 1999 (2) Barnett, 1988 (3) Block & Pressley, 2001 (4) Grabe & Stoller, 2001 (5) Kern, 1989	(6) Oxford, 1990 (7) Oxford, Crookall, Cohen, Lavine, Nyikos, & Sutter, 1990 (8) Rusciolelli, 1995 (9) Vacca, 2002

CONNECTING INFORMATION WITHIN AND/OR ACROSS TEXTS		
Type	General (1) Global (9) Interpretative (3) While Reading (5) After Reading (5)	
Strategy Set	-	
Source	(1) Block, 1986 (2) Carrell, 1989 (3) Duke & Pearson, 2002 (4) Grabe & Stoller, 2002 (5) Janzen, 1996	(6) Janzen & Stoller, 1998 (7) Pressley & Block, 2001 (8) Stoller, 2000 (9) Young, 1993

NEGOTIATING MEANING		
Type	Social (3, 4, 5) Affective (4) Metacognitive (1) After Reading (7)	
Strategy Set	Cooperating with others (4) Planning (2) Monitoring (2) Problem-Solving (2) Evaluating (2) Remembering information (2)	
Source	(1) Anderson, 1999 (2) Chamot, Barnhardt, El-Dinary, & Robbins,) 1999 (3) O'Malley & Chamot, 1990 (4) Oxford, 1990	(5) Oxford, Crookall, Cohen, Lavine, Nyikos, & Sutter, 1990 (6) Pressley, 2001 (7) Vacca, 2002 (8) Whitehead, 1994

GROUPING / CLASSIFYING		
Type	Memory (5, 6) Cognitive (3, 4) Compensating (1)	
Strategy Set	Creating mental linkages (5) Remembering (3) Remembering information (3)	
Source	(1) Anderson, 1999 (2) Chamot, 1993 (3) Chamot, Barnhardt, El-Dinary, & Robbins, 1999 (4) O'Malley & Chamot, 1990	(5) Oxford, 1990 (6) Oxford, Crookall, Cohen, Lavine, Nyikos, & Sutter, 1990 (7) Trabasso & Bouchard, 2001

APPENDIX C

The Textbook Evaluation Instrument

Evaluation of *www.dbe.off-line.readings2* in terms of reading strategy instruction		
	Explanations & Exercise items in the Textbook	
	Strategies that are explicitly dealt with	
	Strategies that are implicitly dealt with	
	Comments	

APPENDIX D

The Reference Sheet

REFERENCE SHEET	
STRATEGY	**DEFINITION**
Generating questions	Readers ask many questions as they read. They generally ask questions about • the titles • the text • the author • key pieces of information in the text • the significance or veracity of the content • parts of the story that they do not understand • important ideas to remember information better Readers sometimes write out questions that might be asked by the teacher or on an exam. They also ask questions to evaluate, check, focus, and guide their reading.
Making predictions	Readers continually make predictions about what they are reading. They generally predict • the content of a text and related vocabulary items • what the passage might be about / ideas that might be covered in text • the main idea of each paragraph • outcomes • content of an upcoming section of the text Readers use titles, subtitles, illustrations, tables, and figures in a text to make predictions. They also base their predictions on their prior knowledge and parts of the text that they have already read.
Using prior knowledge	Readers use their background knowledge to • set purposes • make predictions • make inferences • construct meaning

	• enhance comprehension • clarify ideas • help paraphrase • explain content • extend content • react to the content • evaluate the veracity of the content • reflect on what they have read • connect new information to prior knowledge • improve inferential comprehension of narrative text • make meaningful personal associations with the new information / to relate text to their personal experience
Summarizing	Readers create a mental, oral, or written summary of information including main ideas and key supporting points before, during, or after reading. Summarization is not one strategy but a family of strategies; it includes • deleting redundant information • substituting superordinate terms for lists of terms • integrating a series of events with a superordinate action term • selecting a topic sentence • making up/inventing a topic sentence if there is none Readers summarize what they read in order to • aid monitoring • organize, condense, and prioritize important information • help understand the main ideas • remember information in a text for a test • apply information in a text to an oral presentation or written assignment
Monitoring reading	Good readers are metacognitively aware during reading. Throughout reading, they monitor • comprehension • reading pace • reading behavior • accuracy of predictions • the difficulty of the text • the tone of the text • the style of the text • the biases in a text • the text's linguistic characteristics • how the different parts of the text are related to one another • the relationship of the text to other texts • whether what they are reading makes sense • whether reading is easy or difficult • whether the main ideas are being comprehended • whether words, clauses, and sentences are understood • whether the text is relevant to a current reading goal

	Readers also monitor the source of problems that arise during reading such as inability to achieve expected goals, an illogical summary, misunderstanding of the information in the text, comprehension failure, lack of background knowledge, loss of concentration Readers also monitor at the conclusion of a reading by finding out whether their understanding of the text is consistent with all the ideas expressed in it. Readers self-question, annotate, underline, review the content of the text mentally, or use oral summarization to actively interact with text to monitor comprehension
Guessing meaning of unknown words or phrases	Readers guess the meaning of unknown words, phrases, or concepts using context clues, linguistic clues, and other clues. They guess the meaning of important but unfamiliar words by • thinking about how the new word is related to the topic of what they are reading about • identifying which part of speech the new word is by looking at how it fits with the other words in its sentence • looking at how the word relates to the rest of the information in the paragraph surrounding it • using their knowledge of word formation, affixation, syntax, punctuation, grammatical function, form and word families, word roots and cognates to identify the basic meaning of the word • using nonlinguistic clues such as knowledge of context, situation, text structure, personal relationships, topic, or general world knowledge.
Paying attention to text structure and organization	Readers use their knowledge of text structure to help them identify, organize, and comprehend information in the text. They • use top-level rhetorical organization (macro-structure) of texts to facilitate comprehension and memory • use knowledge of text structure to find specific information in a passage more easily • use knowledge of the organization of a particular text and of common textual signals to identify important information as well as relationships between ideas in the text • determine the organization of passages, that is, whether texts are written according to a pattern such as time sequence, simple listing, or problem solution • distinguish between main points and supporting details, discuss the purpose of information or note how the information is presented. • distinguish the discourse functions in the text (such as introduction, definition, exemplification, and conclusion) • monitor text characteristics so that they may determine if the text content is relevant to their reading goal

	• identify/use discourse markers /markers of cohesion to clarify relationships among text components • use graphical, syntactical, lexical, semantic, and schematic/superstructural textual signals to identify important ideas as well as relationships between ideas in the text.
Repairing miscomprehension	When readers detect failures in their comprehension during monitoring process, they make adjustments in their reading as necessary to repair faulty comprehension. They shift reading and employ fix-up strategies. This process includes the following: • attempting to figure out the meaning of a word detected as unknown • deciding whether to interpret text strictly or liberally • deciding whether to attend to or read carefully only certain parts of text that are most likely to be understood or most likely to be helpful • consulting another source such as background material before continuing to read the text • attempting to pinpoint the parts of text that are confusing • adjusting pace depending on the difficulty of the material • deciding to reread parts of the text that were not understood initially but that might be understood with more effort • rereading parts of a text that are especially challenging • rereading to seek clarification when text meaning is unclear • self-questioning • looking back or ahead at text to verify information /for clarification • making a note of the problem as one to be resolved in the future (possibly in a later reading or by questioning a classmate or the teacher) • suspending judgment and reading on when comprehension breaks down • being more discriminating in their use of time and energy • reading aloud when text becomes hard
Identifying main ideas	Readers note or search for author-based importance while reading to comprehend the entire reading. They differentiate important information from unimportant information in a text (major ideas, main ideas, gist, theme, macrostructure, superstructure, superordinates, topic, topic issue, gist, topic sentence and thesis). They use titles and sub-titles to understand the main ideas of a reading or integrate the ideas in a text to identify the main ideas of the text. Readers use their knowledge of text structure and author biases, intentions, and goals to determine important ideas in a text.
Rereading	Readers reread information that seems especially important or is difficult to understand while reading. They reread a text selectively for a variety of purposes such as

	• clarifying a misunderstanding / understanding better • fixing a comprehension problem • finding more details • finding the answer to a question • looking back at some information read quickly the first time • synthesizing information across paragraphs better • making notes • reflecting on the content • underlining • summarizing
Planning	Readers plan their reading before they start. They identify goals for reading and plan what steps to take and which strategies to use in order to reach their purpose. When they set goals for their reading, they gauge progress toward their goals while reading. For example, they may decide to read a text to learn material well enough to recall it in class or find a specific piece of information.
Visualizing / Using imagery	While reading, readers do not settle for literal meanings but rather interpret what they have read, sometimes constructing images. They create images representing ideas encountered in the text help them to remember and understand the text better. For example, while reading a story, they may imagine or picture the story like a movie in their minds.
Drawing inferences	As they read, readers make inferences to draw conclusions based on information stated directly in the text. They use context clues and/or their previous knowledge to fill in gaps in the text and in their understanding of what they have read to improve comprehension (text-connecting inference, gap-filling inference). Readers infer all of the following as they read from the information that is available in the reading: • referents of pronouns • meanings of unknown vocabulary • subtle connotations in the text • explanations of events described in the text • examples of concepts explained in the text • elaborations of ideas based on knowledge of the text, author, or subject area • how ideas in a text relate to one's own opinions and theories • the text characteristics, intentions, backgrounds, or states of mine • the nature of the world in which the written text takes place • conclusions suggested by the text • the author's opinions or meaning • the author's assumptions about the world • the author's purposes in writing the text • the author's sources and strategies in writing the text

Using visual representations of text	Before, during and after reading, readers use a graphic organizers (e.g., semantic map, concept map, conceptual map, cognitive map, spider map semantic organizer, semantic web, story/text map and network tree) to comprehend the text better. They use different kinds of graphic representations such as time lines, flow charts, compare/contrast matrices, cause/effect tables, classification networks, Venn diagrams, graphs, outlines, T lists, and idea maps. Readers use visual representations of texts for different purposes such as • analyzing, comprehending, summarizing, and synthesizing complex ideas • promoting comprehension, retention, and retrieval of ideas • understanding the relationships between words and ideas • conceptualizing content holistically • depicting the text's organization, macro structures, and major information • recording important information in a text • showing what they see in their minds' eye • recording the setting, problem, goal, action, and outcome • connecting the new words and concepts with those they already know • visually organizing and representing important relationships among major and minor ideas • organizing, condensing, and prioritizing important information • understanding which ideas in the text are, how they relate, and what points are unclear • detecting missing information and unexplained relations • preparing study guides for test preparation
Previewing text before reading	Readers examine a text before reading. This may involve looking at portions of the text such as pictures, graphics, headings, subheadings, chapter titles, and summaries. They preview the text because it familiarizes them with the basic content and organization of the text and helps them to activate relevant prior knowledge and make predictions.
Paraphrasing	Readers rephrase content using different words but preserving meaning. They use the paraphrasing strategy to aid understanding and consolidate ideas. Readers paraphrase a text during reading by • simplifying syntax • finding synonyms for words and phrases • looking for propositions or basic ideas • identifying the function of portions of the text • breaking lexical items into parts • using L1/L2 cognates • write the story in their own words to remember it best • restating the most important ideas in sections or paragraphs in concise phrases

	• restating in terms more familiar to them • extrapolating from information presented in the text • speculating beyond information presented in the text
Critiquing the text and/or the author	Readers evaluate what is read and react to the text in a range of ways, both intellectually and emotionally by asking questions about the content, constructing mental images representing the meaning in text, and paraphrasing the text. They generally evaluate and respond to • task itself • the surface structure, style, quality and value of the text • certain text features such as point of view, tone, or mood critically • the legitimacy, significance or truthfulness of claims made by an author • the content and structure of a text for accuracy, clarity, completeness and coherence In other words, readers decide whether the information or the arguments made in a text are credible, whether a text is well written or poorly constructed, or whether it is interesting (enough to give to others).
Confirming or disconfirming predictions, guesses or inferences	Readers check whether their predictions, guesses, or inferences are correct before or during reading. They evaluate, revise, modify or correct their predictions and generate new ones, as necessary, while they get deeper into the text.
Skimming	Before reading, readers read headings, subheadings, subtitles, pictures, portions or the whole text quickly for different purposes such as: • determining the main ideas quickly • determining generally what is covered in the text • understanding where the important parts of the text are located • understanding whether the text is relevant to their goals
Taking notes	Readers take notes or make annotations while reading by writing down key words and concepts in abbreviated graphic, or numerical form. They take notes in order to • help them to record and recall important details • assist in the integration of the ideas in different parts of the text • use in later review • point out important ideas and details • identify the author's cues • organize and condense information to be remembered for a test or ideas • apply information in a text to an oral presentation or written assignment

Consulting an outside source	While reading, readers consult an outside source (e.g., reference materials) about the language and/or subject matter. They look up words whose meanings are not clear from context yet are crucial to understanding central ideas in the text in the dictionary or ask the teacher or someone else in the classroom.
Reading selectively	Readers read selectively in response to their purpose for reading, that is, they read some parts carefully (sections that are difficult or interesting or particularly pertinent to their purpose), read others more quickly and with less care or skip some words or parts (that are unimportant or not relevant to their current reading goals). They also look forward and backward in the text to solve a problem.
Self Evaluating	Readers evaluate themselves during reading to help focus their reading. They evaluate how well they are doing, how well objectives were met, how effective their strategy use is and whether the planned steps are carried out. Readers also self-evaluate after reading to identify their strengths and weaknesses to do better next time.
Highlighting	Readers use different emphasis techniques such as underlining, starring, circling, placing an arrow, bracketing, or color-coding to focus on important information in a passage. Selective highlighting helps readers to • actively interact with the text • monitor comprehension • select important elements to identify the author's cues and • point out key terms and important vocabulary, important ideas, and details in a text and words and phrases that are not understood.
Using non-target language	Readers transfer linguistic information to the target language by directly applying knowledge of words, concepts, or structures from one language to another in order to understand or produce an expression in the new language. In addition, readers translate a word or a phrase to get exact meaning.
Scanning	When they need to read a text to find specific information, readers scan, that is, they read quickly and pause only to find the particular information they are looking for.
Analyzing	Readers are involved in logical analysis, contrastive analysis, and reasoning. They analyze theme, style, and connections to improve their comprehension. They also analyze expressions and new words in terms of word stems and affixes, or grammatical form

Connecting information within and/or across texts	Readers connect one part of the text to another to clarify ideas, integrate information, help paraphrase, evaluate content, and verify connections within a text. They also relate one text to another.
Negotiating meaning	Readers work with others to complete tasks, build confidence, to learn better, give and receive feedback, or to extend and share their understanding of a text (peer coaching). They negotiate interpretations of texts by discussing text with others, including how strategies are being applied in texts. They also work with classmates to help develop their reading skills.
Grouping / Classifying	Readers group or classify words, phrases, sentences or ideas in a text into meaningful groups to make them easier remember.

APPENDIX E

The Teachers' Perceptions of Reading Strategy Instruction Questionnaire

Dear Colleagues,

This questionnaire is designed as part of a research study for the MA TEFL Program at Bilkent University. The purpose of this four-part questionnaire is to determine the perceptions of teachers at the Department of Basic English, METU, regarding the strategy training provided in the reading textbook ***www.dbe.off-line.readings2.*** You do not need to put your name on the questionnaire; in this way, complete confidentiality can be guaranteed. I would greatly appreciate your cooperation. Your effort will contribute to the investigation of the role of strategy instruction in our reading curriculum.

Emine Yetgin
Bilkent University
MA TEFL 2003

PART I: BACKGROUND INFORMATION

Please tick (✓) appropriate boxes and provide necessary information below.

1. What is the highest degree you have completed?

☐ B.A. In what field? _____

☐ M.A. In what field? _____

☐ Ph. D. In what field? _____

2. How long have you been teaching in your professional career?

☐ Less than 1 year ☐ 1-5 years ☐ 6-10 years ☐ 11- 15 years ☐ 16-20 years ☐ 21 years or more

1-5 years 6-10 years11- 15 years16-20 years21 years or more

3. How many years have you taught reading?

☐ Less than 1 year ☐ 1-5 years ☐ 6-10 years ☐ 11- 15 years ☐ 16-20 years ☐ 21 years or more

4. At what level(s) have you taught reading? Check all that apply.

☐ Beginner ☐ Elementary ☐ Intermediate ☐ Upper-intermediate ☐ Advanced

5. In which semester have you taught *www.dbe.off-line.readings **2*** ?

☐ First Semester ☐ Second Semester ☐ Both semesters

6. Have you taught *www.dbe.off-line.readings **1**?* ☐ Yes ☐ No

7. Approximately what percentage of exercises in *www.dbe.off-line.readings 2* have you used in class?

☐ 50 – 59 % ☐ 60-69 % ☐ 70-79 % ☐ 80-89 % ☐ 90-100 %

8. How familiar are you with the concept of reading strategies?

☐ Not at all ☐ Slightly familiar ☐ Familiar ☐ Very familiar

9. How useful do you think reading strategy training is for DBE students?

☐ Do not know ☐ Not useful ☐ Slightly useful ☐ Useful ☐ Very useful

10. How beneficial do you think an in-service training on teaching reading strategies would be for DBE teachers?

☐ Not beneficial ☐ Slightly beneficial ☐ Beneficial ☐ Very beneficial

PART II: TEACHERS' PERCEPTIONS OF INTERMEDIATE-LEVEL READING TEXTBOOK

Read the following statements and think about your experience using *www.dbe.off-line.readings2* in your intermediate DBE classes. Use the following scale to respond: Strongly Disagree, Disagree, Agree, and Strongly Agree. Tick (✓) the most appropriate response.

STATEMENTS	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**
1. The **reading passages** in *www.dbe.off-line.readings2* are appropriate for intermediate-level DBE students in terms of **vocabulary**.				
2. The **reading passages** in *www.dbe.off-line.readings2* are appropriate for intermediate-level DBE students in terms of **grammatical complexity**.				
3. The **reading passages** in *www.dbe.off-line.readings2* are appropriate to intermediate-level DBE students' **interests**.				
4. Intermediate-level DBE **students** have **enough background information** to make sense of the **reading passages** in *www.dbe.off-linereadings2.*				
5. The **reading tasks** in *www.dbe.off-line.readings2* are **sufficiently demanding but not too demanding** for intermediate-level DBE students.				
6. ***www.dbe.off-line.readings2*** provides intermediate-level DBE students with **realistic reading opportunities** that they will encounter in their future academic settings.				

PART III: TEACHERS' PERCEPTIONS OF EXPLICIT READING STRATEGY INSTRUCTION

Read the following reading strategies and think about your experience using *www.dbe.off-line.readings2* in your intermediate DBE classes. **When answering the questions, think of your use of the required textbook, NOT the supplementary materials and activities you have incorporated into your lessons.** For each strategy, respond to the statement below with one of these responses: Strongly Disagree (SD), Disagree (D), Agree (A), and Strongly Agree (SA). Tick (✓) the most appropriate responses.

	www.dbe.off-line.readings2 provides **enough explicit instruction** to intermediate-level DBE students for the appropriate use of the **following reading strategies:**	**SD**	**D**	**A**	**SA**
1	**Generating questions** (asking themselves questions while reading to evaluate, check, focus, and guide their reading)				
2	**Making predictions**				
3.	**Using prior knowledge** (to improve comprehension, to relate the text that they are reading to their personal experiences, etc.)				
4.	**Summarizing**				
5.	**Monitoring reading** (keeping track of what they understand and what they do not understand, whenever possible, determining the source of their difficulties while reading etc.)				
6.	**Guessing meaning of unknown words and phrases** using contextual, linguistic, and other clues				
7.	**Paying attention to text structure and organization**				
8.	**Repairing miscomprehension** (detecting failures in comprehension and making adjustments in reading as necessary to repair faulty comprehension)				
9.	**Identifying main ideas**				
10	**Rereading** a text for a variety of purposes				
11.	**Planning** (identifying goals for reading and planning what steps to take and which strategies to use in order to reach them)				
12.	**Visualizing** (creating images that represent ideas in the text to understand and remember the text better)				
13.	**Drawing inferences**				
14.	**Using visual representations of text** (using semantic maps, charts, outlines, etc. to guide comprehension)				

15.	**Previewing text before reading** (looking at pictures, graphics, headings, subheadings, titles, etc. to orient themselves to the text)				
16.	**Paraphrasing**				
17	**Critiquing the text/the author** (deciding whether the information or the arguments made in a text are credible, whether a text is well written or poorly constructed, etc.)				
18	**Confirming or disconfirming predictions, guesses or inferences**				
19	**Skimming** for main ideas				
20	**Taking notes**				
21	**Consulting an outside source** such as a dictionary				
22	**Reading selectively** in response to their purpose for reading (reading some parts carefully, reading some parts more quickly and with less care, or skipping some parts)				
23	**Self evaluating** (evaluating how well they understand the text, identifying their strengths and weaknesses etc.)				
24	**Highlighting** (using different emphasis techniques, such as underlining, or circling to focus on important information in the text)				
25	**Using non-target language** (transferring linguistic information to the target language or translating)				
26	**Scanning** for specific details				
27	**Analyzing** (logical analysis, contrastive analysis, and reasoning)				
28	**Connecting information within/across texts** (to clarify ideas, to integrate information, to use information from one part of a text to understand another part of the text, etc.)				
29	**Negotiating meaning** (discussing, extending, and sharing their understanding of a text with others)				
30	**Grouping or classifying** words, phrases, sentences or ideas in a text into meaningful groups				

PART IV: TEACHERS' PERCEPTIONS OF READING STRATEGY PRACTICE OPPORTUNITIES

Read the following reading strategies and think about your experience using *www.dbe.off-line.readings2* in your intermediate DBE classes. **When answering the questions, think of your use of the required textbook, NOT the supplementary materials and activities you have incorporated into your lessons.** For each strategy, respond to the statement below with one of these responses: Strongly Disagree (SD), Disagree (D), Agree (A), and Strongly Agree (SA). Tick (✓) the most appropriate responses.

	The exercises in ***www.dbe.off-line.readings2*** provide intermediate-level DBE students with **enough practice** to learn to use the **following reading strategies:**	**SD**	**D**	**A**	**SA**
1	**Generating questions** (asking themselves questions while reading to evaluate, check, focus, and guide their reading)				
2	**Making predictions**				
3.	**Using prior knowledge** (to improve comprehension, to relate the text that they are reading to their personal experiences, etc.)				
4.	**Summarizing**				
5.	**Monitoring reading** (keeping track of what they understand and what they do not understand, whenever possible, determining the source of their difficulties while reading etc.)				
6.	**Guessing meaning of unknown words and phrases** using contextual, linguistic, and other clues				
7.	**Paying attention to text structure and organization**				
8.	**Repairing miscomprehension** (detecting failures in comprehension and making adjustments in reading as necessary to repair faulty comprehension)				
9.	**Identifying main ideas**				
10	**Rereading** a text for a variety of purposes				
11.	**Planning** (identifying goals for reading and planning what steps to take and which strategies to use in order to reach them)				
12.	**Visualizing** (creating images that represent ideas in the text to understand and remember the text better)				
13.	**Drawing inferences**				
14.	**Using visual representations of text** (using semantic maps, charts, outlines, etc. to guide comprehension)				

15.	**Previewing text before reading** (looking at pictures, graphics, headings, subheadings, titles, etc. to orient themselves to the text)				
16.	**Paraphrasing**				
17	**Critiquing the text/the author** (deciding whether the information or the arguments made in a text are credible, whether a text is well written or poorly constructed, etc.)				
18	**Confirming or disconfirming predictions, guesses or inferences**				
19	**Skimming** for main ideas				
20	**Taking notes**				
21	**Consulting an outside source** such as a dictionary				
22	**Reading selectively** in response to their purpose for reading (reading some parts carefully, reading some parts more quickly and with less care, or skipping some parts)				
23	**Self evaluating** (evaluating how well they understand the text, identifying their strengths and weaknesses etc.)				
24	**Highlighting** (using different emphasis techniques, such as underlining, or circling to focus on important information in the text)				
25	**Using non-target language** (transferring linguistic information to the target language or translating)				
26	**Scanning** for specific details				
27	**Analyzing** (logical analysis, contrastive analysis, and reasoning)				
28	**Connecting information within/across texts** (to clarify ideas, to integrate information, to use information from one part of a text to understand another part of the text, etc.)				
29	**Negotiating meaning** (discussing, extending, and sharing their understanding of a text with others)				
30	**Grouping or classifying** words, phrases, sentences or ideas in a text into meaningful groups				

APPENDIX F

Sample Evaluation of the Textbook in Terms of Reading Strategy Instruction
(Introductory Unit, pages 6 and 23)

Explanations & Exercise items in the Textbook	Strategies that are explicitly dealt with	Strategies that are implicitly dealt with
Now that you have an overall idea about the topic and text organization, it is time to read more slowly and carefully in order to understand the message of the writer. For a detailed understanding of the text, you have to: ➢ read by asking questions to confirm or disconfirm your predictions about the topic ➢ identify how the ideas are linked through vocabulary, reference and connectors ➢ analyze the discourse types the writer is using ➢ use techniques to help you deal with word-level difficulties	• Identifying main ideas (E) • Paying attention to text structure and organization (E) • Generating questions (E) • Confirming or disconfirming predictions, guesses or inferences (E) • Drawing inferences (E) • Paying attention to text structure and organization (E) • Analyzing (E) • Paying attention to text structure and organization (E)	• Monitoring reading (E) • Guessing meaning of Unknown words and phrases (E)

Explanations & Exercise items in the Textbook	Strategies that are explicitly dealt with	Strategies that are implicitly dealt with
READING PRACTICE A. Read the following short text and answer the questions to analyze it: 1. What is the topic of the paragraph? What is the topic of the essay the paragraph is taken from? 2. Which idea does the writer argue against? 3. How does the writer support his point? 4. Which key words give you clues about the writer's message? 5. Which of the following statements best rewords the writer's argument? a) People have many false ideas about the human thinking process. b) Thinking means struggling for ordinary people, but not for intelligent and talented ones. c) Thinking means producing ideas without spending much effort. d) Producing ideas requires time and effort for everyone.	• Analyzing • Identifying main ideas • Paraphrasing	• Drawing inferences • Critiquing the text and the author • Paying attention to text structure and organization

APPENDIX G

Table Created to Compile Data for Analysis Purposes

READING STRATEGIES	EXPLANATION		PRACTICE	
	Explicit	Implicit	Explicit	Implicit
1. Generating questions	2	-	2	-
2. Making predictions	3	1	16	12
3. Using prior knowledge	1	-	1	87
4. Summarizing	-	-	3	-
5. Repairing miscomprehension	-	-	-	-
6. Planning	-	-	-	-
7. Monitoring reading	-	1	-	76
8.Guessing meaning of unknown words and phrases	1	1	94	50
9.Paying attention to text structure and organization	7	2	15	249
10. Visualizing / Using Imagery	1	-	-	-
11. Identifying main ideas	6	-	41	19
12. Rereading	-	-	-	238
13. Drawing inferences	5	3	50	105
14. Using visual representations of text	1	-	5	1

15. Previewing text before reading	1	-	5	3
16. Critiquing the text and the author	4	-	6	17
17. Paraphrasing	3	-	4	110
18. Confirming or disconfirming predictions, guesses or inferences	2	-	1	327
19. Skimming	1	-	12	5
20. Taking notes	1	-	12	2
21. Reading selectively	-	-	9	193
22. Consulting an outside source	1	-	12	-
23. Self evaluating	-	-	-	-
24. Highlighting	2	-	12	14
25. Using non-target language	-	-	-	-
26. Scanning	1	-	17	121
27. Analyzing	5	-	2	211
28. Connecting information within and/or across texts	-	1	-	158
29. Negotiating meaning	-	-	13	2
30. Grouping / Classifying	-	-	1	14